

Iraj Bashiri

PERSIAN  
FOR BEGINNERS  
Fourth Edition

Tape Manual



\* Kutani\* (pigeon)

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# THE SOUNDS OF PERSIAN

## INTRODUCTION

Most of the sounds in Persian are quite similar to those in English, but none are exactly the same. Some minor and some crucial differences distinguish the sounds of Persian from similar sounds in English. And there are some sounds in Persian for which there exist no English equivalents. These are mostly guttural sounds represented in everyday English by **kh**, **gh**, and the like.

The sounds of Persian can easily be divided into three main categories: vowels, semi-vowels (diphthongs) and consonants. In "The Sounds of Persian," we will examine the feature distinctions mentioned above and focus mostly on what makes Persian sound different from English.

## PERSIAN VOWELS

Vowels are sounds which are produced with no closure in the vocal apparatus. The air stream flows unimpeded from the lungs. The position of the tongue and the rounding of the lips determine the features of the vowel.

The six vowels of Persian are differentiated by the height of the tongue: high, mid, low; and by the place in the mouth where each vowel is produced: front or back. The chart below shows this distinction:

	front	back
high	i	u
mid	e	o
low	æ	a

chart 1: Persian vowels

## Persian vowels

In length, Persian vowels are almost the same. The vowel which receives the word stress, however, is always slightly longer in duration than other vowels in the word, and longer than itself, were it to be in an unstressed position. Note that only vowels carry stress. The most common place for Persian word stress is on the vowel of the last syllable. There are, however, some words such as *æge* 'if' that are exceptions to this rule. Below we will examine the six vowels of Persian and compare them to those sounds in English that come closest to them:

1. The vowel **i** is pronounced roughly like **ee** in the English word **seen**. The difference lies in the **y**-glide that follows the English **i**. The Persian **i** is not followed by this glide:

Compare:

Persian	English
sín	seen
bín	been
kín	keen
dín	dean

### Drill

Repeat the following after your instructor:

í: kíf, bíst, ín, íl, biní, mellí  
i: birún, bidár, gilás, injá, irán

2. The vowel **u** is pronounced roughly like **oo** in the English word **mood**. The difference lies in the **w**-glide that follows the English **u**. The Persian **u** is not followed by such a glide.

Compare:

Persian	English
rúd	rude
múr	moor
Íúr	sure
púl	pool
túr	tour

### Drill

Repeat the following after your instructor:

ú: gúš, xamúš, æbrú, rasú, ú, ún  
u: murčé, kušéš, utú, unjá, kučé, uná

3. The vowel **o** is pronounced roughly like the **o** in the English word **gold**. The difference lies in a **w**-glide that follows the English sound. The Persian **o** is not followed by such a glide.

Compare:

Persian	English
gół	goal
tó	tow
dó	dough
bón	bone

## Drill

Repeat the following after your instructor:

ó: xól, xóšk, doróst, tó, jeló, poló  
o: ostád, omíd, koláh, bolból, otáq, otobús

4. The vowel **e** is fairly close in pronunciation to the vowel **e** in the English word **bed**.

## Drill

Repeat the following after your instructor:

é: ésm, danéš, xahéš, léng, xané, lané  
e: delbaér, šená, sepær, ketáb, emzá, emriká

5. The vowel **æ** is pronounced roughly like **a** in the English word **bad**. The difference lies in the *ð*-glide (movement of the tongue to a neutral position) that follows the English sound. The Persian **æ** is not followed by this glide.

Compare:

Persian	English
jáém	jam
ráém	ram
sáéd	sad
cáép	chap
dáém	dam

**Drill**

Repeat the following after your instructor:

æ : ægær, æsb, æbr, sæng, mærd, næ  
æ : kæbáb, særáb, kæmær, sämúr, æfsún

6. The vowel **a** is fairly close in pronunciation to the vowel **a** in the English word **father**.

**Drill**

Repeat the following after your instructor:

á: án, áb, šám, xák, aqá, xodá  
a: adæm, abí, kafær, kaší, damæn, kesalæt

**Important Note:**

The glides that distinguish the English vowel sounds from those of Persian do not usually affect the meaning of the words. If one were to pronounce the Persian words with the English vowels, he would be understood, albeit as a non-native with a heavy accent. The difference between **æ** and **a**, however, is one that may constitute a meaning distinction. The fact that English speakers find it difficult to distinguish these two vowels makes it imperative to learn to distinguish **æ** from **a** at an early stage. Furthermore, as we learn more about Persian, we realize that this distinction is essential for writing Persian as well. In Persian only the long vowels, in this case **a**, are written using a letter. **æ** is represented by a vowel sign (see "The Persian Writing System," for details). The words that follow illustrate how one might confuse the listener by using **æ** for **a** and vice versa:

Compare:

	æ		a
xær	donkey	xár	thorn
dær	door	dár	gallows
tæk	unique	ták	vine
kær	deaf	kár	work
bæd	bad	bád	wind

**PERSIAN SEMI-VOWELS**

(diphthongs)

There are two diphthongs in Persian: **ey** and **ow**. These diphthongs are pronounced roughly like the **ai** in the English word **bait**, and the **oa** in the English word **boat** respectively.

**Drill**

Repeat the following after your instructor:

ey : séyf, séyl, qéyd, méyl, eyván, déy  
 ow : owqát, owzá', howléh, dowlæt, nowbæt, tówr

Contrast:

e - ey : sér séyr, xér xéyr, sél séyl, qér qéyr  
 o - ow : qól qowl, kón kówn, kót kówt, ból bówl

**PERSIAN CONSONANTS**

Consonants are sounds which are produced when the air stream initiating in the lungs is checked in one or two places at, or between, the vocal cords and the lips. A full closure produces a stop ( e.g., **p**). A partial closure produces a fricative (e.g., **f**). If the vocal cords vibrate when producing the sound, the consonant is voiced (e.g., **b**, **v**). If the vocal cords do not vibrate, the consonant is voiceless (e.g., **p**, **f**).

This text teaches the sounds of Persian through imitation of given models, rather than through instruction; it assumes that the instructor supplies the students with a fair knowledge of the rudiments of phonology. And that students, especially those who use this text as a teach-yourself manual, consult a good introductory linguistics text, listen to tapes and to a native Iranian. This procedure insures that the sounds they produce are fairly close to those produced by a native speaker. The following consonants of Persian are pronounced approximately the same in English and Persian.

**Drill**

Repeat after your instructor:

**p**      púl, pá, kæpær, sepær, típ, čæp

**b**      bú, bær, abí, babá, kæbáb, hobáb

**t**      túp, tær, sætr, ketáb, dæst, pakát

---

<b>d</b>	dúst, dóm, sedá, medád, mærd, kelíd
<b>f</b>	færdá, fil, felfél, næft, kíf, tæsadóf
<b>v</b>	vám, væbá, divár, jelvé, dív, sárv
<b>č</b>	čárx, čúb, bæččé, ačár, gæč, máč
<b>j</b>	ján, jæng, ajíl, hæjm, sáenj, bórj
<b>s</b>	sæng, siné,asmán, mesál, ræqs, xís
<b>z</b>	zæbán, zoqál, kuzé, væzn, górz, míz
<b>š</b>	šám, šotór, xoršíd, rowšáén, húš, næqš
<b>ž</b>	žárf, žulidé, kæždóm, možé, gúž, déž
<b>m</b>	murčé, kæmæér, ræmz, sím, xátm, zéxm
<b>n</b>	noqré, kenár, xún, payán, mætn, dæfn
<b>l</b>	lalé, læsgær, jolgé, dælír, gólg, dél
<b>w</b>	owqát, owlád, tówr, tówq, jelów, paltów
<b>y</b>	yék, yár, siyá, donyá, kék, méy

The following consonants are either not found in English at all, or their distribution in the two languages is somewhat different.

## 1. The Persian r

The Persian **r** is pronounced differently from the English **r**. In intervocalic positions (i.e., between two vowels), Persian **r** is trilled. It sounds somewhat like the Spanish trilled **r** in **perro** 'dog'. At the end of a word, the Persian **r** is a flap. In other positions it is a single tap.

## Drill

Please repeat after your instructor:

**r** between vowels : dærré, ærák, boradé, tærazú, ærré

**r** word final : sær, axær, čadór, dúr, dář

**r** in other positions: rúz, ríg, farsí, dærđ, færš

## 2. The glottal stop ' and h

The glottal stop is produced by the opening and closing of the glottis. ' is produced in the area immediately in front of the glottis. Unlike the glottal stop which is produced by a complete closure of the glottis, **h** needs only a partial closure (**h** is a fricative) at the area in which it is produced. Glottal stop and **h** are found in both English and Persian. The environment in which these sounds occur in English, however, is more restricted than in Persian. In English **h** occurs in words such as **house** and **bah!**; the glottal stop occurs in certain exclamations like '**oh** '**oh!**'

## Drill

Repeat after your instructor:

**h** : húš, holú, mahí, mæshúr, máh, gorúh, šáehr, náehr

' : 'aj, 'úd, ræ'd, šé'r, jæm', šo'á', bæ'd, jæ'd, sæ'd

It should be noted that after vowels both the glottal stop and **h** may be dropped and their place be taken by the lengthening of the vowels that precede them. This is usually referred to as compensatory lengthening of the vowel preceding the deleted consonant.

Compare:

šáehr	šá:r	city	[šáer]	evil ]
náehr	ná:r	stream	[náér]	male ]
máh	má:	moon	[má]	we ]
ræ'd	ræ:d	thunder	[ræd]	refusal ]
bæ'd	bæ:d	later	[bæd]	bad ]
jæ'd	jæ:d	curl	[jædd]	ancestor ]

It was mentioned earlier that Persian vowels in stressed positions are always slightly longer than those in unstressed positions. The compensatory lengthening, brought about by the deletion of ' and **h**, produces enough duration to eliminate any confusion that might arise.

Compare:

šæhr = šæ:r    bæhs = bæ:s    sæ'd = sæ:d    ræ'd = ræ:d

næhr = næ:r    sæhm = sæ:m    bæ'd = bæ:d    dæ'vá = dæ:vá

jæhl = jæ:l    ræhm = ræ:m    mæ'ní = mæ:ní    bæ's = bæ:s

### 3. The Consonants k and g

Compare the sound of **k** in the English word **cool** with the same sound in the English word **kitten**. It is apparent that the two sounds differ, albeit minimally, both in their release and in their place of articulation. The **k** in **cool** has a clear and sharp release, produced further back in the mouth than the **k** in **kitten**. The **k** in **kitten** has a somewhat aspirated or a y-glide release and, of course, it is produced further forward in the mouth than the **k** in **cool**.

These features of the English **k** are shared by all English words in which the **k** sound precedes a front vowel (e.g., cane, cat, keel); and by those words in which the sound **k** occurs before a back vowel (e.g., code, comb, coast). This important distinction exists in Persian as well. Here, however, the distinction is more prominent than in English. Listen to your instructor pronounce these words, then repeat:

before back vowels: kúh, kúd, kórd, kár, kám, kónđ

before front vowels: kíf, kíš, kér̄m, ketáb, kárd, káém

elsewhere: xúk, kúk, áéšk, tórk, ordáék, tækmíl, mæktáéb

As is evident, the front/back distinction explained for English also holds true for Persian. Namely, before **i**, **e**, and **æ** (front vowels) the sound **k** is produced further forward in the mouth, and it has a y-glide release. When it occurs in front of **u**, **o**, and **a** (back vowels) it is produced further back in the mouth and does not have a distinct release.

The y-glide release discussed above results from the raising of the front portion of the tongue when **k** is before a front vowel, or when **k** is in word, or syllable, final position. The intensity of the release differs from speaker to speaker. For some speakers, the release of **k** in a word such as **ketáb** 'book' can be strong enough to sound like a **č**.

### Drill

Repeat after your instructor:

kúh, kúd, kán, áéks, kiné, kisé, káj, ták, pótk, ælkól, kædú

In the same environment, the **g**-sound of Persian behaves in exactly the same manner as **k**.

### Drill

Repeat after your instructor:

gúr, gáv, gilás, ægær, gællé, gelú, gærm, ræg, sæg  
mærg, góð, ængúr, sængín, rægbár, sæggórg

## 4. The Persian sound x

The sound **x** does not occur in English. It is a guttural sound and Americans usually replace it with either an English **k** or an **h**. To avoid mispronunciations such as **\*keyli kub** and **\*heyli hub** for **xeyli xub** 'very good,' these three sounds are presented below in contrast to one another.

### Drill

Repeat after your instructor:

xár, bæxt, sæxt, xoršíd, tóxm, xæm, zæxm, róx, tænasóx,  
nosxé, bíx, síx, ræxt, bæxt, xúb, móx, súxt, dúxt,  
axær, æxtær, mæxmæl, axúnd, xormá, ræxš, bæxš.

Repeat after your instructor:

**x** : xær, xúk, boxár, bæxt, sáx, síx  
**k** : kúh, kán, 'áks, kiné, kæj, ták  
**h** : húš, holú, mahí, mæshúr, máh, gorúh

Please contrast:

lák lák, báx bák, róx rók, xál kál, xéšt kéšt

Contrast **x** and **k**:

xúd kúd, xúk kúk, xæm kæm, xær kær, róx rók,  
xál kál, xár kár, xúb kúb

**Contrast x and h:**

Please repeat:

xær hær, xíz híz, xól hól, šáx šáh, xéam hæm, xár hár

**Contrast k and h:**

kál hál, kár hár, kúr húr, kær hær, kæm hæm, kán hán

**Contrast x, h, and k:**

xéam hæm kæm, xær hær kær, xál hál kál, xán hán kán

## 5. The Persian sound q

Like x, q is not one of the sounds of the English language. To produce this voiceless stop, place the farthest back portion of the tongue against the uvula and try to say k.

### Drill

Repeat the following words three times after your instructor:

qáb, qír, búq, otáq, qóm, qæbr, qæzá, qút, meqdár,  
qomár, ræqs, sæqf, qætár, qóws, qesmæt, qælb

**Contrast q and g**

qænd gænd, querán gerán, quš gúš,  
qolí golí, qæbr gæbr, qáz gáz

**Contrast q and x**

qáb xáb, qóm xóm, qænd xænd,  
qu xú, qalí xalí, qomár xomár

**Contrast q and k**

qúk kúk, qæsb kæsb, qás kás,  
qæm kæm, qár kár, qól kól

**Contrast q, x and k**

qú xú kú, qól xól kól, qár xár kár, qúk xúk kúk,  
qæm xæm kæm, qænd xænd kænd, qúr xúr kúr

The voiceless stop **q** has a voiced fricative variant symbolized by **ø**. For some speakers this variant replaces **q** in intervocalic (between vowels) position, before voiced consonants and in syllable final positions. For other speakers it may replace **q** altogether. Speakers using **ø** are familiar with Arabic. They use the Arabic pronunciation of the words borrowed from Arabic into Persian in quite the same way that some actors put on a French or Spanish accent.

**Drill**

Repeat the following words three times after your instructor:

**q** : ræqs, sæqf, væqf, væqt, séqt, rátq, fátq, mæqtúl, næqš  
**ø** : dæøíø, aøá, toøiyán, otáø, soráø, eølím, neøáb, næøš

**Contrast q and ø**

dæqíq dæ øíø, aqá aøá, oláq oláø, fæqr fæør,  
mæqbúl mæøbúl, soráq soráø, bærq bærø,  
meqdár meødár

**THE SUPRASEGMENTALS**

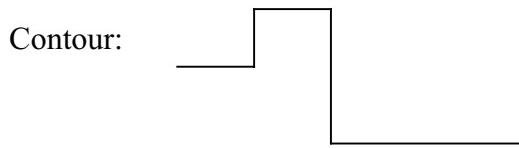
The suprasegmentals are intonation patterns, stresses, emphases, and other elements that affect the pronunciation.

**1. Question in Persian**

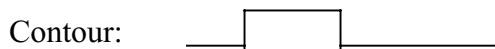
Questions in Persian are made either by using a question word like **če** 'what', and **kojá** 'where' or by changing the intonation contour of the declarative sentence. This section deals with the latter sentence types (yes/no questions).

Both the declarative and question sentences in Persian carry a sentence stress. Both start at the same level pitch contour. The contour of both types rises at the sentence stress. After the rise both contours fall, except the contour of the question resumes the original level while that of the statement falls *below* the original level. Example:

Statement: u dær bazár kar mikone.

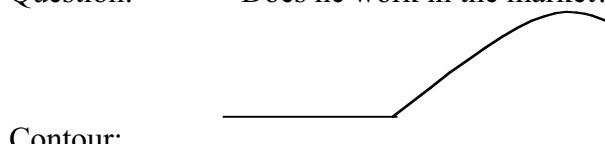


Question: u dær bazár kar mikone?



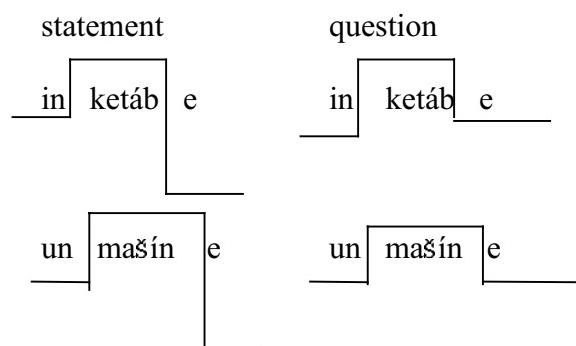
One can transform the statement "He works in the market" into a question sentence in English by raising the intonation. However, the intonation contour of English sentences of this type rises sharply at the end of the sentence and does not level off:

Question: Does he work in the market?



## Drill

Repeat the following, first as statements then as questions. The words that carry the sentence stress are emboldened:



mà **farsí** yàd mígirim  
 šomà **farsí** dàers mídid  
 tò dàer **tehrán** zendegì míkoni

mà **farsí** yàd mígirim?  
 šomà **farsí** dàers mídid?  
 tò dàer **tehrán** zendegì míkoni?

unà dàer **danešgá** dàers míxunæn  
in ketábe  
ùn mašíne  
inà čeráqe

unà dàer **danešgá** dàers míxunæn?  
in ketábe?  
ùn mašíne?  
inà čeráqe?

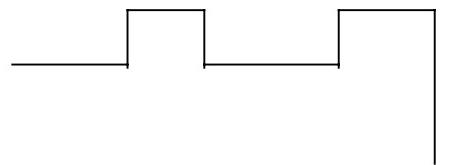
## 2. Emphasis in Persian

We have already seen how question formation changes the intonation contour of the declarative sentence. This unit deals with intonation change when it signals emphasis on one or more parts of the sentence. Compare the following sentences and their respective intonation contours:

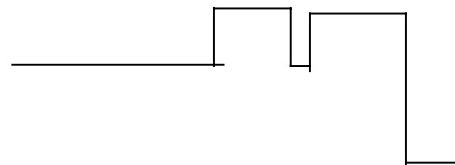
Statement: pedære mæn tuyé bazáre.



Contour (2):  
(emphasis on  
mæn).



Contour (3):  
(emphasis on  
tuyé)



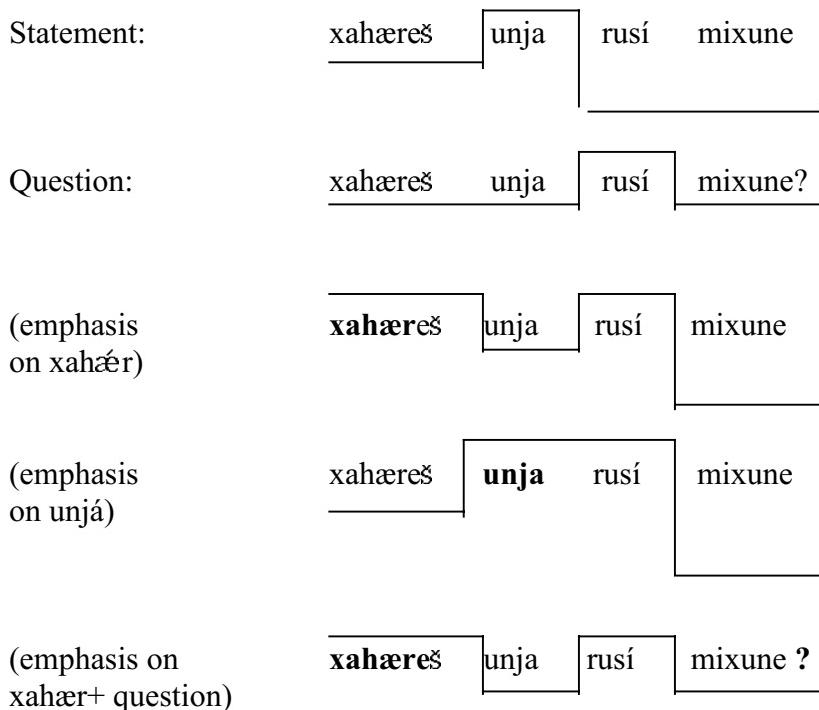
The second intonation contour indicates that the speaker's father is in the market, not, for example, the hearer's. The third intonation contour indicates that the father is *in* the market, not outside or near it. The same phenomenon, of course, occurs in English. Compare the following sentences. The words that are emphasized are emboldened:

statement: My father is in the market.  
emphasis on my: **My** father is in the market.  
emphasis on in: My **father** is in the market.  
emphasis on in: My father is **in** the market.

### Multiple Transformation Drill

The instructor repeats the model sentences three times. The students listen. Then the instructor gives the first declarative sentence to individual students and the students give the other four possibilities:

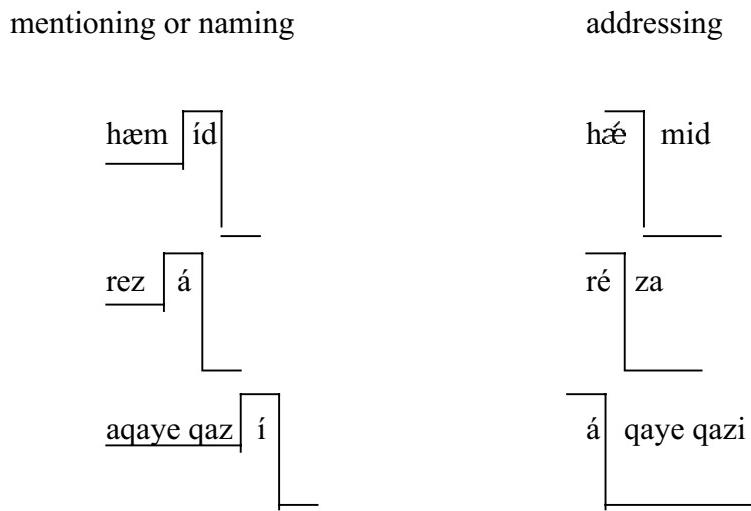
Example:



1. bæradæreš injá kar mikone
2. zæneš širaz danešga mire
3. pesæret unja daers mide
4. ma tuyé danešga hendi mixunim
5. madæretun æzinja betehran mire
6. šoma unja kar nemikonid
7. u æzma kæmi pul migire
8. mæn tuyé in hotel zendegi mikonæm
9. mæn tuyé bazaræm

### 3. Intonation pattern of address

When using people's names in Persian a distinction is made between      when a person is being talked about, and when he is being addressed. The former carries the normal Persian stress pattern: **hæsæn**; the latter does not: **hæsæn**. The intonation patterns of the two forms are also different. When speaking about someone, the intonation pattern is low, it rises and reaches its peak at the end where the stress is located. On the other hand, the intonation pattern for addressing a person starts high where the stress is located (at the initial syllable). It falls as it passes the peak. Compare the following:



### 4. Stress in Persian

Some verbal prefixes like the negative marker **næ-** and the imperative marker **bé-** are always stressed. This is in contradistinction to the nominal stress pattern of Persian--only a few forms have initial stress. To illustrate this point some nouns and verbs are contrasted below:

bé-de	give!	be-dé	to the village
bé-zæn	hit!	be-zæn	to the woman
bé-xun	read!	be-xún	in blood
bé-gu	say!	be-gú	to the ball
bé-gir	take!	be-gír	to the pin
bé-pær	jump!	be-pær	to the feather
bé-xær	buy!	be-xær	to the donkey

These illustrations show that the shift of stress on some basic forms can affect the meaning of a given form. To prevent confusion, it is important to learn the verbal prefixes that carry stress.

Another example of stress shift is where Persian uses an unstressed **i** to denote indefiniteness and a stressed **í** to make abstract nouns out of adjectives and nouns. An accidental shift of stress on the same basic form, thus, may create confusion.

Compare:

kæm-í	lack	kǽm-i	a little
xub-í	goodness	xúb-i	a good one
mærd-í	manhood	máérd-i	a man
bozorg-í	greatness	bozórg-i	a noble one
delavær-í	heroism	delavær-i	a hero
pir-í	old age	pír-i	an old person
jævan-í	youth	jæván-i	a youth

## 5. Harmony

Although not a feature of the Persian sound system, there are instances of both vowel and consonant harmony:

### a. Vowel Harmony

In spoken Persian, when the prefix **bé-** (either for forming the imperative or the subjunctive) is used, the **-é-** may be changed to **i**, **o**, or **u** to match the vowel of the stem. This change does not affect the stress pattern. Example:

bé + bin	bí - bin	see!
bé + xor	bó - xor	eat!
bé + xun	bú - xun	read!

### b. Consonant Harmony

Second members of consonant clusters tend to assimilate to the first. Example:

dæst	dæss	hand
bæstæni	bæssæni	ice cream
dózd	dózz	thief
mózd	mózz	wages

## Spectrogram

One of the ways to see some of the differences outlined above for the sounds of Persian is to look at spectrographs produced for individual sounds in the language laboratory. The spectrograph indicates where stops, fricatives, etc. begin and where they end. It also shows how vowels make a gradual transition into the consonants and out of them. The following spectrograms show a) how the sound **h** is overtaken by the vowel **æ**, b) how the geminate consonant **tt** is different from the simple consonant **t**.

## Transition

Spoken and written Persian share the same phonological system, morphological derivations, and syntactic constructions. Spoken Persian, however, is a somewhat abbreviated form of the written language.

Written or formal Persian is employed by public speakers, the print media, radio and television and by educational forums for the dissemination of various national programs. Tajiki and Dari languages are very close to this version of the language.

Unlike formal Persian, which enjoys international prestige, spoken Persian is restricted by geography and by local idiosyncrasies. It is the language used among the members of the family and among friends; a refined version is spoken by businessmen and professionals. The spoken language presented in these materials is based on the speech of the educated and professional Iranians of the Tehran region.

The basic differences outlined above for the written and spoken languages are broadly categorized below as phonological, morphological or syntactic. They are not, however, all the differences that distinguish the two levels of Persian. Students are thus urged to listen to their instructor, to tapes, and to native speakers and to ask questions regarding forms that sound familiar but which do not fit the patterns they already recognize. In the following discussion, the formal language is written out in the Persian script; the spoken version of the same is transcribed.

### Phonological Differences

a. The following correspondences show that spoken Persian uses **u** before a nasal (i.e., **m** or **n**); written Persian uses **a** represented by an **ælef**:

Example:

written	spoken	meaning
نان	nun	bread
اردزان	ærzun	cheap; inexpensive
آن	un	that
خیابان	xiyabun	street
مهمان	mehmun	guest
میدانم	midunæm	I know
گران	gerun	expensive
خانه	xune	house

Newly formed words, words borrowed from other languages, and some Iranian names remain the same for both the written and colloquial.

Example:

written	spoken
دانشگاه	university
دانشجو	university student
رستوران	restaurant
استکان	tea cup
سasan	Sasan, boy's name
آپارتمان	apartment
توران	Turan, girl's name

b. Some syllables that are pronounced with an **e** in the written, change the **e** into **i** in the colloquial.

Example:

written	spoken	meaning
کوچک	kučik	small
چکار	čikar	what work
نگاه	niga	look
چه	či	what
انگلیسی	ingilisi	English

Again, borrowed words such as سیگار 'sigar' (cigarette) are not affected.

c. Some words ending in **-re** in the written language are pronounced with a final **-e** in the colloquial.

Example:

written	spoken	meaning
اگر	æge	if
دیگر	dige	other
مگر	mæge	surprise marker

d. The members of the consonant cluster سـت remain distinct in the written but undergo assimilation ( سـ = ss) in the colloquial.

Example:

written	spoken	meaning
بـستـنـي	bæssæni	ice cream
دـسـتـ	dæss	hand
نـيـسـتـ	niss	is not
خـسـتـهـ	xæsse	tired
دـوـسـتـ	duss	friend

Consonant clusters might lose one or other of their members in the colloquial.

Example:

written	spoken	meaning
هـفـتـ	hæf	seven
هـشـتـ	hæš	eight
چـطـورـ	četow	how
چـقـدـرـ	čeqæd	how much
فـكـرـ	fek	thought
شـهـرـ	šæ:r	city
مـهـرـ	me:r	love
خـوـشـحـالـ	xošal	happy
صـبـحـ	sob	morning

e. Some forms that end in اـ ah in the written lose the final h in the colloquial.

Example:

written	spoken	meaning
سـيـاهـ	siya	black
دـاـنـشـگـاهـ	danešga	university
كـلاـهـ	kola	hat
شـاهـ	ša	king
فـروـشـگـاهـ	forušga	department store

## Morphological Differences

The discussion of morphological differences here is restricted to differences that affect the endings that fulfill grammatical functions:

### I. Nouns and Pronouns

- a. The plural marker for written Persian is **هـا -ha**; for the colloquial it is **-a**.

Example:

written	spoken	meaning
میز هـا	miza	tables
درخت هـا	dæræxta	trees
کتاب هـا	ketaba	books
صندلی هـا	sændælia	chairs

**Note:** Often, in order to soften the transition from **i** to **a**, in the spoken language, a buffer **-y-** is pronounced. The pronunciation then is **sændæli-y-a**; the **-y-** has no meaning.

- b. The definite direct object marker in formal Persian is **را rə**. In colloquial Persian **ra** is pronounced as an **o** after consonants and **ro** after vowels.

Example:

written	spoken	meaning
بیژن رـا	bižæno	Bizhan-def. d. o. marker
تو رـا	toro	you (sing.)-def. d. o. marker

**Note:** When this marker, or others like the possessive endings, is added to words that end in **eh**, the **-eh** changes to **æ** before the **o** or the possessive ending is added.

Example:

written	spoken	meaning
خانه را	xunæro	house-def d. o. marker

c. The conjunction و *w* is written independently in all instances in written Persian and is pronounced **væ**. This conjunction, which becomes an integral part of the preceding word, is pronounced **o** (**vo** after vowels) in colloquial Persian.

Example:

written	spoken	meaning
شبنم و رضا و من	šæbnæmo rezavo mæn	Shabnam, Reza and I

d. The word هم **hæm** (also), is reduced to **æm** or just **m** in the colloquial language.

Example:

written	spoken	meaning
من هم	mænæm	I also
شما هم	šomam	you (pl.) also

e. The possessive endings are pronounced somewhat differently in the two levels.

Compare:

written	spoken	meaning
کتابم	ketabæm	my book
کتابت	ketabet	
کتابش	ketabesh	
کتابمان	ketabemun	
کتابتان	ketabetun	
کتابشان	ketabešun	

In written Persian, forms that end in ئ -e, add an ئ ælef to carry the vowel of the endings. This ælef is optional for the plural forms (i.e., we, you [pl.], they). In the spoken language, the rule explained in the Note after (b), above, applies.

Example:

written	spoken	meaning
خانه ام	xunæm	my house
خانه ات	xunæt	
خانه اش	xunæš	
خانه مان	xunæmun	
خانه تان	xunætun	
خانه شان	xunæšun	

Similarly, nouns ending in ئ -a and و -u add a ئ -ye to the written to carry the vowel of the endings. The vowels of the endings are dropped in the colloquial.

Compare:

written	spoken	meaning
پتویم	pætum	my blanket
پتویت	pætut	
پتویش	pætuš	
پتویمان	pætumun	
پتویتان	pætutun	
پتویشان	pætušun	
پايم	pam	my foot
پايت	pat	
پايش	paš	
پايمان	pamun	
پايتان	patun	
پايشان	pašun	

The same procedure applies to prepositions that take the **ezafe**.

Compare:

written	spoken	meaning
بِرَأْيِمْ	bæram	for me
بِالْمَنْ	bam	with me

## II. The Verb "to be"

When the verb to be appears on a noun, or on an adjective, the following differences can be distinguished:

- a. The third person singular is سَتْ | æst in the written. In colloquial Persian سَتْ | is pronounced e.

Example:

written	spoken	meaning
يَنْ مَيْزَ اسْتَ	in mize	This is a table.
ÀäZ Àâca r~	un dæræxte	That is a tree.

- b. The second person plural is always ©ð -id in written, but either -id or -in in the colloquial.

Example:

written	spoken	meaning
©ð'§âa çπã	Íoma doxtærid/in	You are a girl. You are girls.

- c. The third person plural is always ©ó ænd in the written, æn in the colloquial.

Example:

written	spoken	meaning
©óca¢ñ ¢ <sup>a</sup> ó~	una madæræn	They are mothers.

In forms such as fi«Ñ (child), which end in a s -e, an Z ælef precedes the endings for the written (cf., Åäò fi«Ñ ), and the -e is dropped for the colloquial.

Example:

qZ fi«Ñ	bæÇÇæm	I am a child
wZ fi«Ñ	bæÇÇei	
ÅäZ fi«Ñ	bæÇÇæss	
بچه ايم	bæççeim	
بچه ايـد	bæççeaid/in	
بچه انـد	bæççæn	

If the form ends in + ælef or ، u, the vowel of the ending is dropped in the colloquial; an added ælef carries the vowel of the ending in the written. In these cases the independent forms of "to be" (i.e., ... هستى ، هستم ) are preferred.

Example:

written	spoken	meaning
بابا ام = بابا هستم	babam	I am a father.
بابا اي = بابا هستى	babai	
بابا است = بابا هست	babass	
بابا ايم = بابا هستيم	babaim	
بابا ايـد = بابا هستـيد	babaid/in	
بابا انـد = بابا هستـند	baban	

### III. Other Verbs

The present stems of some verbs are abbreviated in the colloquial.

Example:

	written	spoken	meaning
می روم		miræm	I go
میروی		miri	
میرود		mire	
میرویم		mirim	
میروید		mirid/in	
میروند		miræn	

Other such abbreviated present stems are:

	written	spoken	meaning
خواه		xa	to want
اور		ar	to bring
شو		š	to become
ه		d	to give
گذار		zar	to put
گو		g	to say
نشین		šin	to sit

When the present stem ends in a vowel in the written, a **ي** ye or a **hamza** precedes the endings. The short form of the endings is used in the colloquial.

Example:

	written	spoken	meaning
می آیم		miyam	I come
می آیی		miyai	
می آید		miad	
می آییم		miaim	
می آیید		miaid/in	
می آیند		mian	

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Similarly:

می خواهم	mixam	I want
می خواهی	mixai	
می خواهد	mixa(d)	
می خواهیم	mixaim	
می خواهید	mixaid/in	
می خواهند	mixan	

**Note:** The **ه he** in the present stem of **خواه xah** is part of the full form of the stem. The **و و** is silent before **ælef**. Some stems are not abbreviated but include some of the phonological changes explained earlier.

Compare:

written	spoken	meaning
خوان	xun	to read
دان	dun	to know
ران	run	to drive

Compound verbs may include one or more of the changes outlined above.

Example:

written	spoken	meaning
ذکر می کنم	fek mikonæm	I think.
دوست دارد	duss dare	He/she likes.
نگاه کنید	niga konid/in	look!

## Syntactic Differences

There are no great syntactic differences between the two levels of Persian. A few exceptions are worth mentioning.

1. While the verb of the sentence invariably appears at the end of a sentence, in the spoken language other elements might follow the verb.

Example:

written:	می خواهیم به خانه بروم
spoken:	mixam beræm xune I want to go home.

As can be seen, in such cases the preposition **ب** **be** (to) is dropped from the colloquial sentence.

2. In the colloquial language, often the definite direct object is repeated as an ending on the verb. The **ezafe** is usually dropped.

Example:

written:	حسن را در توی خیابان دیدم
spoken:	hæsæno tu xiyabun didæmeš I saw Hassan on the street.

3. There are two types of prepositions in Persian; those like **در dær**, **ب be**, etc., which do not take the **ezafe** and those like **تو tu**, **زیر zir**, **رو ru**, etc., which take the **ezafe**. In the formal language, the preposition that takes the **ezafe** follows the one that does not. In the spoken language, the latter is used without its **ezafe**.

Compare:

written:	حسن توی اطاق است
	حسن در اطاق است
	حسن در توی اطاق است

spoken:	hæsæn tu otaqe Hassan is in the room.
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4. In colloquial Persian, the conjunction **که | æge** (if) may be dropped, but must be retained in the written language.

Example:

written: اگر راستش را بخواهی...

spoken: rasseš o bexay... to tell you the truth...

5. Certain constructions are used on only one level. The formal future, for instance خواهم رفت ، خواهی رفت ، خواهد رفت (I will go, etc.), is a feature of written Persian.

Another feature of colloquial Persian is the addition of a stressed -e to the noun or adjective to indicate definiteness.

Compare:

spoken:

kučike male mæne	<i>The</i> small one belongs to me.
pesære tu xiyabune bud	<i>The</i> boy was in <i>the</i> street.

Features of this type may pertain only to certain dialects of colloquial Persian. An example of this is in colloquial Shirazi where the -e is replaced by -u.

Compare:

spoken:

kučuku male mæne
pesæru tu xiyabunu bud

**End of Transition**

## Unit One

### The Verb 'to be'

The verb 'budæn' (to be) appears as a set of endings on nouns and adjectives. For instance, the combination of the noun 'mærd' (man) and '-e', the third person singular of 'budæn', results in 'mærd-e' (He is a man).

The full conjugation of 'budæn' is presented below. This Unit focuses on the third person singular of 'budæn':

spoken	written	meaning
mærdæm	مردم	I am a man.
mærdi	مردی	You (sing.) are a man.
mærde	مرد است	He is a man.
mærdim	مردیم	We are men.
mærdid / in	مردید / مردید	You (pl.) are men.
mærdæn	مردند	They are men.

The endings representing 'budæn' never carry the stress. The ending for second person plural has a frequently used variant represented by '-in'.

In the example above, the endings are added to a noun that ends in a consonant. When the noun ends in a vowel, a buffer '-y-' is used between that vowel and the ending: 'sændælí-y-e' (it is a chair).

### Vocabulary:

Please repeat:

spoken	written	meaning
míz	ميـز	table
sændælí	صـنـدـلـيـ	chair
telefón	تـلـفـنـ	telephone
dær	دـرـ	door
čeráq	چـرـاغـ	lamp

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mašín	ماشین	car
televiziyón	تلوزیون	television
ketáb	كتاب	book
dæræxt	درخت	tree
ín	این	this
ún	آن	that
hotél	هتل	hotel

## Basic Sentences

spoken	written	meaning
ìn míz-e	این میز است .	This is a table.
ìn telefón-e	این تلفن است .	This is a telephone.
ùn sændælí-ye	آن صندلی است .	That is a chair.
ìn čeráq-e	این چراغ است .	This is a lamp.
ùn mašín-e	آن ماشین است .	That is a car.
ìn ketáb-e	این كتاب است .	This is a book.
ìn hotél-e	این هتل است .	This is a hotel.
ùn dæræxt-e	آن درخت است .	That is a tree.

## Repetition Drill

The instructor repeats the basic pattern two times. The students listen. The students then repeat after the instructor's third and subsequent repetitions of the basic pattern.

Example:

spoken	written
teacher: ìn míze	این میز است .
teacher: ìn míze	
teacher: ìn míze	
student: repeat	
teacher: ìn míz-e	
student: repeat	

teacher: ìn míz-e  
student: repeat

**Please Repeat:**

spoken	written
ìn telefóne	اين تلفن است .
ùn sændælíye	آن صندلی است .
ìn čeráqe	اين چراغ است .
ùn mašíne	آن ماشین است .
ìn hotéle	اين هتل است .
ùn dæræxte	آن درخت است .
ìn ketábe	اين كتاب است .

**End of Unit One**

## Unit Two

### The Verb 'to be'--Negative

To negate 'mærd-e' (He is a man), replace '-e' with '-st' and prefix 'ní-', the marker for negation, to it. This marker is always stressed. The combination of this marker and '-st' is, of course, 'ní-st' ([it] is not). Here is the negative of the conjugation of 'mærd' and 'budæn':

spoken	written	meaning
mærd ní-st-aem	مرد نیستم .	I am not a man.
mærd ní-st-i	مرد نیستی .	You are not a man.
mærd ní-st	مرد نیست .	He is not a man.
mærd ní-st-im	مرد نیستیم .	We are not men.
mærd ní-st-id/in	مرد نیستید .	You (pl.) are not men.
mærd ní-st-aen	مرد نیستند .	They are not men.

This Unit also teaches how to form a question by affixing 'budæn' (3rd. sing., usually) to 'čí' (what).

### Vocabulary

spoken	written	meaning
ní-st	نیست	is not
čí	چی	what (question word)
čí-ye	چه است ؟	what is...
tekrár	تکرار	repetition

### Basic Sentences

spoken	written	meaning
in čí-ye	این چه است ؟	What is this?
ún čí-ye	آن چه است ؟	What is that?

in mìz ní-st	. این میز نیست .	This is not a table.
ùn sændælì ní-st	. آن صندلی نیست .	That is not a chair.
in hotèl ní-st	. این هتل نیست .	This is not a hotel.
ùn ketàb ní-st	. آن کتاب نیست .	That is not a book.

### Repetition Drill

The instructor repeats the basic pattern two times. The students listen. The students then repeat after the instructor's third and subsequent repetitions of the basic pattern:

Example:

spoken	written
teacher: in mìz níst	این میز نیست .
teacher: repeat	
teacher: in miz nist	
student: repeat	
teacher: in miz nist	
student: repeat	
teacher: in miz nist	
student: repeat	

### Please repeat:

spoken	written
in sændælì níst	این صندلی نیست .
ùn hotèl níst	آن هتل نیست .
in ketàb níst	این کتاب نیست .

## **Substitution Drill (1)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

## Example:

spoken

written

in telefóne

این تلفن است.

teacher: in telephone

student: repeat

teacher: in telephone

student: repeat

**Please substitute:**

teacher: book

student:

teacher: in ketabe

student: repeat

teacher: car

student:

teacher: in machine

student: repeat

teacher: hotel

student:

teacher: in hotele

student: repeat

teacher: tree

student:

teacher: in dæræxte

student: repeat

teacher: lamp

student:

teacher: in čeraqe

student: repeat

## **Substitution Drill (2)**

Learn the pattern sentence then substitution the cues provided by the instructor for the underlined form:

## Example:

ùn ketàb níst آن کتاب نیست .

teacher: un ketab nis(t)

student: tekrar

teacher: un ketab nis(t)

student: tekrar

## **Please substitute:**

teacher: tree

student:

teacher: un dæræxt nis(t)

student: tekrar

teacher: chair

student:

teacher: un sændæli nis(t)

student: tekrar

teacher: door

student:

teacher: un dær nis(t)

student: tekrar

teacher: lamp

student:

teacher: un čeraq nis(t)

student: tekrar

teacher: hotel

student:

teacher: un hotel nis(t)

student: tekrar

## **End of Unit Two**

## Unit Three

### Personal Pronouns

The subject of a Persian sentence using the verb 'budæn' is marked by the following dependent pronouns: '-æm', '-i', '-e', '-im', '-id/-in', and '-æn'. The use of these pronouns is obligatory.

Persian also uses a set of independent pronouns. Except in cases when these latter are used to emphasize or clarify the subject of the sentence, the use of independent pronouns is optional. The independent pronouns are:

Spoken	written	meaning
(mæn)	من	I
(tó)	تو	you (sing.)
(ú)	او	he/she
(má)	ما	we
(šomá)	شما	you (pl. or sing. polite)
(uná)	آنها	they

The independent pronouns may thus appear with the conjugation of the verb 'budæn' and a noun. The parentheses indicate that the independent pronouns are optional:

### Affirmative:

spoken	written	meaning
(mæn) mærdæm	( من ) مردم	I am a man
(tò) mærdi	( تو ) مردی	
(ù) mærde	( او ) مرد است	
(má) mærdim	( ما ) مردیم	
(šomá) mærdid/in	( شما ) مردید	
(uná) mærdæn	( آنها ) مردند	

**Negative:**

spoken	written	meaning
(mæn) mærd nístæm	( من ) مرد نیستم .	I am not a man
(tò) mærd nísti	( تو ) مرد نیستی .	
(ù) mærd níst	( او ) مرد نیست .	
(mà) mærd nístim	( ما ) مرد نیستیم .	
(šomà) mærd nístid/in	( شما ) مرد نیستید .	
(unà) mærd nístæn	( آنها ) مرد نیستند .	

**Vocabulary**

Please repeat:

spoken	written	meaning
zæn	زن	woman; wife; lady
doxtær	دختر	girl; daughter
mo'ællém	معلم	teacher, instructor
šagérd	شاگرد	student; apprentice
doktór	دکتر	doctor
pesær	پسر	boy; son
pedær	پدر	father
madær	مادر	mother
bæradær	برادر	brother
xahær	خواهر	sister

**Basic Sentences**

spoken	written
mæn doktóræm.	من دکترم .
mà šagérdim.	ما شاگردیم .
tò mo'ællémi.	تو معلمی .
unà pesæræn.	آنها پسرند .
ù doktóre.	او دکتو است .

mà pedær nístim.	ما پدر نیستیم .
tò madær nísti.	تو مادر نیستی .
ù doxtær níst.	او دختر نیست .
šomà šagèrd nístid.	شما شاگرد نیستید .

## Translation

I am a doctor.  
We are students.  
You (sing.) are a teacher.  
They are boys.  
He/she is a doctor.  
We are not fathers.  
You are not a mother.  
She is not a girl.  
You (pl. or sing. polite) are not a student.

**Note:** Normally Persian does not distinguish gender. Thus 'ú' can be translated as either 'he' or 'she,' depending on context.

## Repetition Drill

See Basic Sentences, above.

### **Substitution Drill (1)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mæn mo'ællémæm من معلم .

teacher: doctor  
student: mæn doktoræm

teacher: student  
student: mæn šagerdæm

teacher: mother  
student: mæn madæræm

teacher: father  
student: mæn pedæræm

teacher: man  
student: mæn mærdæm

teacher: woman  
student: mæn zænæm

## **Substitution Drill (2)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mà šagérdim . ما شاگردیم .

teacher: daughter  
student: ma doxtærím

**teacher:** sister; brother; teacher; man

### **Substitution Drill (3)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

tò doktóri تو دکتری .

teacher: u  
student: u doktore

**teacher:** ſoma; una; mæn

## **Substitution Drill (4)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

spoken	written
mà <u>doktòr</u> nístím	ما دكتور نیستیم .

teacher: student  
student: ma šagerd nistim

**teacher:** teacher; girl; woman; mother; boy

## **Substitution Drill (5)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

spoken	written
<u>ù</u> šagèrd níst	او شاگرد نیست .

teacher: I  
student: mæn šagerd nistæm

**teacher:** they; you (sing.); we; he; you (pl.)

End of Unit Three

## Unit Four

### The 'ezafé' : a Brief Note

The 'ezafé' relates two nouns to each other in a possessed/possessor relationship. The thing possessed is cited first followed by an 'ezafé'; the possessor follows the 'ezafé'. The 'ezafé' is pronounced with the noun representing the object possessed. Example:

spoken	written	meaning
ketàb-e mæn	كتاب من	my book

In the example above 'ketáb' (book) is the thing possessed; '-e' marks the 'ezafé' and 'mæn' (I) is the possessor.

spoken	written	meaning
ketàb-e ú	كتاب او	his/her book
in ketàb-e mæn-e	ain كتاب من است .	This is my book.

For more information on the 'ezafe' and its uses see Lesson Four.

### Vocabulary

Please repeat:

spoken	written	meaning
sælám	سلام	hello
sælám 'ælæykom	سلام عليكم	response to sælám
hál	حال	condition
četów(r)	چطور	how (question word)
bæd	بد	bad
motæšækkér	متشرکر	thankful
xodá	خدا	God
haféz	حافظ	protector, keeper
rezá	رضا	Reza, first name male
šæbnæm	شبنم	Shabnam, first name female

## Basic Sentences

In Persian, as in English, there are various ways of greeting, paying respect or saying good-bye. The following dialog is one of the more common ways:

### Dialog

Please listen:

spoken	written
sælám šæbnæm	سلام شبِنم
sælám 'ælækýkóm, rezà.	سلام علیکم رضا.
hàl-e šomà četówr-e?	حال شما چطور است؟
bæd níst, motæšækkéræm	بد نیست، متشرکرم.
xodà haféz	خدای حافظ.
besælamæt	بسلا ملت.

### Translation:

- Hello, Shabnam.
- Hello, Reza.
- How are you?
- It (i.e., my 'hál') is not bad, Thank you.
- Good-bye.
- Good-bye (response to 'xodà haféz').

**Note 1:** Note that the verb 'budæn' in 'hàl-e šomà četówr-e?' (How are you?) is singular. The reason for this is that the inquiry is made with regard to the listener's 'hál' (health, condition) and not in relation to himself.

**Note 2:** The تعارف 'tæ'aróf' system is one of the interesting aspects of the Iranian culture. And it is a complex one at that. The few remarks that follow are intended to acquaint the student with the rudimentary elements of this system. The remarks are strictly for information purposes; the student need not memorize them yet.

The cultural aspects outlined below deal with the way Iranians meet and try to make each other feel comfortable. In a Persian way of putting it, "They taróff". In this context, the 'tæ'aróf' system is a way of socializing which, within its simple formulae, allows the

experienced to find delicate ways of expressing approval, willingness, refusal, and the like. Indeed, through the introductory remarks, one can communicate the tone of a whole conversation.

## 1. Greeting

'sælám' (hello) is the standard way to greet at all times. 'sælàm 'ærz míkonæm' (hello [lit., I offer peace]) is also frequently heard.

'sælàm 'ælæykóm' is the standard response to the above greetings. Among friends a mere 'sælám' will do.

'sælàm æz-bændé' (hello [lit., hello from this slave]) expresses humility on the part of the person responding. It also may indicate that the person responding is in a lower social category.

'hàle šomà četówre?' (How are you?) is the standard way to inquire about someone's health. This is, however, the colloquial or the informal way. A more formal way is 'hàle šomà četówr æst?'. The word "šomá" may be replaced by a number of honorific terms of address to indicate the social status of the addressee. Thus greetings such as 'hàl-e šærif četówr æst?' or 'hàl-e jenáb-e 'alí četówr æst?' or 'hàl-e hæzræt-e 'alí četówr æst?' are also heard. These latter terms of greeting, however, occur in conversations that are formal and that take place at a high level of society.

Below the "šomá" level, if we can call it that, is 'to' (you singular, informal or familiar). 'hàlet četówre?' (How are you?) is said to a child, a close friend, a member of the family or to a servant.

## 2. With Company

There are certain terms of 'tæ'aróf' that have acquired "universal" usage. They may be used in more than one situation. In each situation, however, the word is interpreted differently. One such word is 'békærma'id'. Like its Turkish equivalent *buyurun*, 'békærma'id' is an invitation to action. If it is said when pointing to a chair, for example, it means please take a seat; if it is used when entering or leaving a place, or in the course of a conversation, it means please go ahead; if said when offering tea, sweets, fruit or other foodstuffs, it means please help yourself. In all such cases 'békærma'id' is accompanied by a gesture indicating the action to be undertaken. Some of these gestures are facial; others involve motion of the head, hand or hands.

If, when visiting a friend, he or she offers you something or, if he or she prepares food, you say: 'dæste šomá dærd nækone' (Thank you! [lit., may your hand not ače!]); in return you hear:

'sære šomá dærd nækone' (Thank you! [lit., may your head not ače!]).

---

When a friend offers to prepare food or drink for you or, if he or she offers to put you up for the night, you say: 'némixam bešomà zæhmæt bëdæm' (I don't want to inconvenience you) and, in return, you hear: 'xahéš mikonæm, hič zæhmæti níst' (That's all right; or, Please, that's all right [lit., I beg of you. It is no inconvenience at all]).

If you accidentally bump into someone, step on his or her toe in a dark place, or if you want to attract someone's attention, perhaps someone sitting directly behind you, you say: 'mæ'zeræt mixam' (excuse me!). In return you will hear: 'xahéš mikonæm' (that's all right [lit., I beg of you]).

Normally, if someone is sitting directly behind you, you may say: 'mæ'zeræt mixam (or, békæxšid) pòštæm bešomást' (Excuse me, I have my back towards you!). In return you might hear: 'xahéš mikonæm, gol pòšto ru nædare' (please, don't bother. That's all right. [lit., I beg of you, a flower has no front or back!]).

If a guest enters your house you say: 'xèyli xoš ámaedid, béfærma'id tu' (You are very welcome. Come in!). Your guest, in turn, will say: 'motæšækkéræm' or 'mérsi,' (Thank you!). Sometimes the phrase: 'sæfà aværdid' (Welcome [lit., you brought serenity with you!]) is added to: 'xoš amædid'. To make your guest more comfortable, you say: 'xunèye xódetune' (Treat here as if it were your own house [lit., this is your own house!]). Your guest will say: 'sahèbeš zendé bàše' (May its owner live [a long life!]!).

If someone is wearing a new dress or a new suit, you say: 'mobaræk bàše' (May it be auspicious!) The wearer will answer with: 'sælamæt bàšid' (May you remain healthy!) and 'motæšækkéræm' (Thank you!).

As a compliment to one who wears a new suit, you may say: 'in lebàs xéyli bešomà (or betùn) míyad' (This suit suits you very well!). The answer again is: 'motæšækkéræm' or 'mersi' (Thank you!).

A warning might be in order here with regard to what is usually known as 'piškæš' (gift). When you compliment a person on a nice tie or a nice watch, the chances are that he or she might try to give the tie or the watch to you *as a gift*. The acceptance or rejection of such a gift depends on how close you feel you are to the person and whether, in similar circumstances, you would be ready and willing to respond in kind.

If someone is working hard at something, you say: 'xæstè næbašid' (Working hard! [lit., don't be tired]). The answer is: 'sælamæt bàšid' (Thank you! [lit., May you remain healthy!]).

If a person sneezes, you say: 'affiyæt bàše' (Bless you!) and the person will answer: 'sælamæt bàšid' (Thank you!). The same phrase is used if you encounter someone leaving a bathhouse or when someone has just taken a shower or a swim. The answer remains the same.

### 3. Leave-taking

Leave taking can be as elaborate as greeting. When you are about to say good-bye, you say 'ba ejazèye šomá mæn moræxxæs mišæm' (With your permission, I now take my leave!), or: 'mæn bayæd zæhmæto kæm kónæm' (I should diminish the trouble). To both of these elaborate ways of saying 'I have to leave,' the host says: 'kojà tæšrif míbærid?' (Why do you wish to leave? [lit., where are you going?]), and may also add: 'halà ke zúde' (It is still early [for you to leave]).

When the guest is on the way out, the host repeats the phrase used in greeting the guest, i.e.,: 'xèyli xoš ámædid, sæfà aværdid', and adds: 'inšallà dobaré tæšrif bíyarid' (God willing, come back again!). The guest responds with: 'čæšm, inšallà dobaré xedmæt miresim' (Of course, I [lit, we] will come to your service again).

The last remark before saying good-bye may be: 'xèyli zæhmæt kešídid' (You went into a lot of trouble!). The host answers: 'qabèli nædere' (No trouble at all!). The final leave taking is: 'xod haféz' and the response is either 'bésælamæt' or just a repetition of 'xodà haféz'.

The host may here, as a last remark, say: 'lotfæn be-... sælám béræsunid' (Please say hello to...). The guest responds with: 'čæšm' (of course) and adds: 'šomám sælám béræsunid' (you, too, say hello [to your family or whomever]).

The word "enšaælláh" (also pronounced 'inšalla' and 'išalla') is frequently used in conversation. It has many meanings among them "God willing". It is used at the beginning or planning stage of an action, or as a wish for bliss for the present. 'inšallà hále šomà xúbe?' (lit., God willing, are you feeling fine?) or 'išallà key be-esfæhán mìrid?' (God willing, when are you going to Isfahan?).

A humorous way of asking about someone's health is: 'dæmàqe šomá čáqe?' (How are you [lit., Is your nose fat?]).

The answer to all inquiries about one's health can be simply: 'xúbæm' (I am fine.); 'xúbæm, mersí' (I am fine, thank you!); 'xúbæm motæšækkéræm' (I am fine, thank you!). And all these answers may be preceded by the Arabic phrase: 'ælhæmdolellâh' (Praise be to God).

Other phrases such as: 'lòtfe šomà ziyád' (Thank you! [lit., may your kindness increase!]); 'sayèye šomá kæm næše' (Thank you! [ lit., may your shadow never decrease or diminish!]); or the more formal 'sayèye jenábe 'alì kæm næše' or 'sayèye hæzræte 'alì kæm næše' are also heard frequently, albeit in very formal conversation.

If a friend receives a piece of good news, or if a relative returns from a journey, you say: 'čéšme šomá rowšæn' (I heard the good news [ lit., may your eye be lighted!]). As an answer you might hear: 'čèšmo dèle šomá rowšæn' (Thank you! [lit., may your eyes and heart be lighted!]).

If you unexpectedly see someone far from home you say: 'šomà kojá, injà kojá?' (What are *you* doing in this neck of the woods? [lit., you where, here where?]). The person responds with an explanation of the circumstances that have brought him to the place.

### Repetition Drill

The instructor repeats the basic pattern two times. The students listen. The students then repeat after the instructor's third and subsequent repetitions of the basic pattern:

Example:

spoken	written
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teacher: sælám šæbnæm	سلام شبنم .
-----------------------	-------------

teacher: tekra

teacher: sælam šæbnæm

student: tekra

teacher: sælam šæbnæm

student: tekra

teacher: sælam šæbnæm

student: tekra

### Please repeat:

spoken	written
--------	---------

sælám 'ælæykóm, rezà.	سلام عليكم رضا .
-----------------------	------------------

hàl-e šomà četówr-e?	حال شما چطور است ؟
----------------------	--------------------

bæd níst, motæšækkéræm.	بد نیست ، متشرکرم .
-------------------------	---------------------

xodà haféz.	خدا حافظ .
-------------	------------

besælamæt	بسلا مت .
-----------	-----------

## **Substitution Drill (1)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

sælám, šæbnæm سلام شبانم .

teacher: Reza  
student: sælam, reza

**teacher:** John, Bill, Mary, Tina, Ray

## **Substitution Drill (2)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

sælām 'ælæykom, rezà سلام عليكم رضا .

teacher: Shabnam  
student: sælam 'ælæykom, þæbnæm

**teacher:** John, Bill, Mary, Tina, Ray

### **Substitution Drill (3)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

حال شما چطور است؟ **hâle šomâ četówre?**

teacher: u  
student: hale u četowre?

**teacher:** mæn; ma; to

## **Substitution Drill (4)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

bæd níst. motæšækkræm. متشکرم.

teacher: we  
student: bæd nist, motæšækkerim

**teacher:** you (pl.); I; you (sing.)

## **End of Unit Four**

## Unit Five

### Plural in Persian

Persian uses a number of suffixes to form the plural of a noun. Of these, only '-á' is used on all nouns at all times. This marker is always stressed; the stress is shifted from the last syllable of the noun to this suffix.

Example:

spoken	written	meaning
ketáb	كتاب	book
ketab-á	كتاب ها	books

The full form of '-á' is '-há'. When the noun ends in a vowel, the full form of the ending is used:

spoken	written	meaning
xodá	خدا	God
xoda-há	خدا ها	gods

For more details on the plural see Lessons One and Five.

This Unit also deals with the demonstrative adjectives 'in' (this) and 'un' (that). A discussion of these as well as a discussion of the pronouns 'in' and 'un' is found in Lessons One and Five.

### Basic Sentences

spoken	written
in čí-ye	این چی است؟
in míz-e	این میز است.
in-à čí-ye	اینها چی است؟
in-à míz-e	اینها میز است.

---

in ketàb xúb-e	این کتاب خوب است .
in katab-à xúb-e	این کتابها خوب است .
ùn zæn xúb-e	آن زن خوب است .
ùn zæn-à xúb-aen	آن زنها خوبند .
in šagèrd xub níst	این شاگرد خوب نیست .
in šagerd-à xub níst-aen	این شاگرد ها خوب نیستند .

**Translation:**

What is this?  
 This is a table.  
 What are these?  
 These are tables.  
 This book is good.  
 These books are good.  
 That woman is good.  
 Those women are good.  
 This student is not good.  
 These students are not good.

**Repetition Drill**

The instructor repeats the basic pattern two times. The students listen. The students then repeat after the instructor's third and subsequent repetitions of the basic pattern:

Example:

spoken	written
--------	---------

teacher: in čí-ye?	این چی است ؟
--------------------	--------------

teacher: tekrar	
-----------------	--

teacher: in či-ye?	
--------------------	--

student: tekrar	
-----------------	--

teacher: in či-ye?	
--------------------	--

student: tekrar	
-----------------	--

teacher: in či-ye?	
--------------------	--

student: tekrar	
-----------------	--

**Please Repeat:**

spoken	written
in mize	این میز است .
ina čiye?	اینها چی است ؟
ina mize	اینها میز است .
in ketab xube	این کتاب خوب است .
in ketaba xube	این کتابها خوب است .
un zæn xube	آن زن خوب است .
un zæna xubæn	آن زنها خوبند.
in šagerd xub nist	این شاگرد خوب نیست .
in šagerda xub nistæn	این شاگردها خوب نیستند.

**Drill**

Contrast singular and plural:

<b>singular</b>		<b>plural</b>	
spoken	written	spoken	written
ketáb	کتاب	ketab-á	کتابها
hotél	هتل	hotel-á	هتلها
dæræxt	درخت	dæræxt-á	درختها
sændælí	صندلی	sændæli-yá	صندلیها
míz	میز	miz-á	میزها
mærd	مرد	mærd-á	مرد ها
zæn	زن	zæn-á	زنها
televiziyón	تلویزیون	televizyon-á	تلویزیونها
doxtær	دختر	doxtær-á	دخترها
dær	در	dær-á	درها
pedær	پدر	pedær-á	پدرها
doktór	دکتر	doktor-á	دکترها
pesær	پسر	pesær-á	پسرها
ín	این	in-á	اینها
ún	آن	un-á	آنها

## Transformation (1)

Transform singular into plural:

<b>singular</b>			
spoken	written	spoken	written
ìn ketáb	اين كتاب	ìn ketab-á	اين كتابها
ùn hotél	آن هتل	ùn hotel-á	آن هتلها
ìn dæræxt	اين درخت	ìn dæræxt-á	اين درختها
ùn sændælí	آن صندلی	ùn sændæli-yá	آن صندلیها
ìn míz	اين میز	ìn miz-á	اين میزها
ìn mærd	اين مرد	ìn mærd-á	اين مردها
ùn doxtær	آن دختر	ùn doxtær-á	آن دخترها
ìn pedær	اين پدر	ìn pedær-á	اين پدرها
ùn dær	آن در	ùn dær-á	آن درها

## Transformation (2)

Transform singular into plural:

<b>singular</b>	<b>plural</b>
ìn ketábe	inà ketábe
ìn míze	inà míze
ùn dæræxte	unà dæræxte
ìn čeràq níst	inà čeràq níst
ùn hotèl níst	unà hotèl níst
ìn sændælíye	inà sændælíye
ìn dær níst	inà dær níst
ùn mašín níst	unà mašín níst

### Transformation (3)

Transform singular into plural:

singular	plural
in mærde	inà mærdæn
ùn doxtære	unà doxtæræn
in doktòr níst	inà doktòr nístæn
ùn mo'ælléme	unà mo'ællémæn
in šagèrd níst	inà šagèrd nístæn
ùn pedær níst	unà pedær nístæn
in madære	inà madæræn
ùn zæne	unà zænæn

## **Substitution Drill (1)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

inà ketàb níst . اینها کتاب نیست.

teacher: ina ketab nist.

student: tekrar

teacher: ina ketab nist.

student: tekrar

teacher: ina ketab nist.

student: tekrar

## **Please substitute:**

## teacher: table

student: in a miz nist

**teacher:** chair; telephone; television; hotel; door; tree

### Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

spoken	written
--------	---------

in <u>mašin</u> xúbe	اين ماشين خوب است .
----------------------	---------------------

teacher: in mašin xube.

student: tekrar

teacher: in mašin xube.

student: tekrar

teacher: in mašin xube.

student: tekrar

#### Please substitute:

teacher: televiziyon

student: in televiziyon xube

**teacher:** čeraq; hotel; miz; sændæli; mærd; šagerd; doxtær; doktor

### Substitution Drill (3)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

spoken	written
--------	---------

in <u>šagerdà</u> xub nistæn .	اين شاگرد ها خوب نیستند .
--------------------------------	---------------------------

teacher: in šagerda xub nistæn.

student: tekrar

teacher: in šagerda xub nistæn.

student: tekrar

teacher: in šagerda xub nistæn.

student: tekrar

**Please substitute:**

teacher: teacher

student: in mo'ællema xub nistæn

**teacher:** woman; girl; father; boy; mother; doctor; man

**Substitution Drill (4)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

spoken

written

in mašinà xúbe

. این ماشینها خوب است .

teacher: in mašina xube.

student: tekrar

teacher: in mašina xube.

student: tekrar

teacher: in mašina xube.

student: tekrar

**Please substitute:**

teacher: television

student: in televiziyona xube

**teacher:** lamp; hotel; table; chair; man; student; girl; doctor

**End of Unit Five**

## Unit Six

### The Imperative

For a discussion of the imperative see Lesson Eight of the *main text*.

### Vocabulary

Please repeat:

spoken	written	meaning
lótf	لطف	kindness
lotfæn	لطفا	please
gúÍ bèdid/in	گوش بد هيد	listen!
gúÍ kònid/in	گوش كنيد	listen!
tekrár	تكرار	repetition
tælæffóz	تلفظ	pronunciation
jæváb	جواب	answer
loqæt	لغت	word
yæ'ni čí	يعنى چه ؟	what does it mean?
jomlé	جمله	sentence
bæ'd æz mæn	بعد از من	after me

### Basic Sentences

spoken	written
lotfæn gúÍ bèdid	لطفا گوش بد هيد !
lotfæn gúÍ kònid	لطفا گوش كنيد !
lotfæn tekrár kònid	لطفا تكرار كنيد !
lotfæn tælæffóz kònid	لطفا تلفظ كنيد !
lotfæn jæváb bèdid	لطفا جواب بد هيد !
in loqæt yæ'ni čí ?	اين لغت يعنى چه ؟
in jomlé yæ'ni čí ?	اين جمله يعنى چه ؟

**Translation:**

Please listen!  
 Please listen!  
 Please repeat!  
 Please pronounce!  
 Please answer!  
 What does this word mean?  
 What does this sentence mean?

**Repetition Drill:**

The instructor repeats the basic pattern two times. The students listen. The students then repeat after the instructor's third and subsequent repetitions of the basic pattern:

Example:

spoken	written
teacher: lotfæn gúÍ bëdid	لطفاً گوش بد هیید!
teacher: tekra	
teacher: lotfæn guÍ bedid	
student: tekra	
teacher: lotfæn guÍ bedid	
student: tekra	
teacher: lotfæn guÍ bedid	
student: tekra	

**Please repeat:**

spoken	written
lotfæn gúÍ kònid/in	لطفاً گوش کنید!
lotfæn tekrár kònid/in	لطفاً تکرار کنید!
lotfæn tælæffóz kònid/in	لطفاً تلفظ کنید!
lotfæn jæváb bëdid/in	لطفاً جواب بد هیید!
in loqæt yæni čí ?	این لغت یعنی چه؟
in jomlé yæ'ni čí ?	این جمله یعنی چه؟

**End of Unit Six**

## Unit Seven

### The Present/Future Tense

To form the present/future of Persian verbs proceed as follows:

1. take the present stem of the verb
2. except for 'daštæn' (to have), prefix the present tense marker 'mí-'
3. add the personal endings: '-æm', '-i', '-e', '-im', '-id/in', '-æn'.

Example:

mí-r-æm I go  
 mí-r-i  
 mí-r-e  
 mí-r-im  
 mí-r-id/in  
 mí-r-æn

With regard to the formation of the present tense, two points need to be explained; the first concerns the present stem of verbs while the second relates to the endings that indicate person.

### The Present Stem

Often the stem used in the spoken language is an abbreviated version of the one used in the written/formal language. The majority of written and spoken stems, however, are the same. Here is a list of the most frequently used present stems:

spoken	meaning
r	go
g	say
bin	see
kon	do
xor	eat
gir	take
d	give
xun	read
dun	know (a thing)
forúš	sell
xær	buy
šnás	know (a person)
zæn	hit
dar	have, own

## The Personal Endings

The personal endings are basically those used for the written except for the use of '-e' for the written '-æd' and minor changes for the second and third persons plural, i.e., the use of '-id/-in' and '-æn' in the spoken, discussed earlier.

For a complete study of the present tense, see Lesson Six of the main text.

### Important Note

The section called "Transition" taught us how to transform formal/written Persian into informal/colloquial Persian. Transcription, i.e., rendering the sounds of spoken Persian into Latin equivalents, helped us achieve that goal.

Units One through Six placed the spoken language at the side of the written and allowed us to observe the rules of Transition at work. The differences were minimal, not so the amount of effort needed to make those rules work smoothly.

Starting with this Unit, the use of Persian orthography is discontinued so that we can concentrate all our efforts on learning the patterns introduced. The student is urged to use the text only for the first time that he/she listens to the tape. Thereafter, it is advantageous to refer to the text only when patterns become too difficult to repeat after one exposure.

If the patterns cannot be repeated comfortably in this fashion, the chances are that the student is not ready for the unit being studied. He/she must be advised to backtrack to a more comfortable unit and start from there.

### Vocabulary

lotfæn tekrar konid:

farsí	Farsi; Persian language
yád	memory
yád mìgirim	we learn
dárs	lesson
dárs mìdid/in	you (pl. or sg. polite) teach
dár	in
bazár	market
kár	work
kár mìkone	he/she works
tehrán	Tehran; capital of Iran
zendegí	life
zendegí mìkoni	you (sg.) live
danešgá	university
míxunæn	they read; they sing
dárs mixunæn	they study
kí	who (question word)

---

bank	bank
kojá	where (question word)
kojást	where is
key	when (question word)
be-	to; in the direction of
behotél	to the hotel

## Special Vocabulary

spoken	meaning
ingilisí/engelestán	English/England
færansé/færansé	French/France
rusí/rusiyé	Russian/Russia
torkí/torkiyyé	Turkish/Turkey
hendí/hend(ustán)	Hindi/India
almaní/almán	German/Germany
'æræbí/mesr, etc.	Arabic/Egypt
farsí/irán	Persian/Iran

## Basic Sentences

ma farsí yad mígirim  
 šoma farsí dærs mìdid/in  
 u dær bazár kar mìkone  
 to dær tehrán zendegi mìkoni  
 una dær danešgá dærs mixunæn  
 un mærd kíye ?  
 bank kojást ?  
 kék behotél mìri ?

## Translation

We (are) learn(ing) Persian.  
 You (are) teach(ing) Persian.  
 He works in the market.  
 You (sing.) live in Tehran.  
 They study at the university.  
 Who is that man?  
 Where is the bank?  
 When are you going to the hotel?

## **Repetition Drill**

The instructor repeats the basic pattern two times. The students listen. The students then repeat after the instructor's third and subsequent repetitions of the basic pattern:

**Example:**

mo'ællem: ma farsi yad migirim.  
mo'ællem: tekrar

mo'ællem: ma farsi yad migirim.  
şagerd: tekrar  
mo'ællem: ma farsi yad migirim.  
şagerd: tekrar  
mo'ællem: ma farsi yad migirim.  
şagerd: tekrar

### **Please repeat:**

şoma farsi dærs midid.  
u dær bazar kar mikone.  
to dær tehran zendegi mikoni.  
una dær danešga dærs mixunæn.  
un mærd kiye?  
bank kojast?  
key bebank miri?

## **Substitution Drill (1)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

**Example:**

mo'ællem: şoma farsi dærs midin.

mo'ællem: şoma farsi dærs midin.  
şagerd: tekrar  
mo'ællem: şoma farsi dærs midin.  
şagerd: tekrar  
mo'ællem: şoma farsi dærs midin.  
şagerd: tekrar

mo'ællem: ingilisi  
şagerd: şoma ingilisi dærs midin.

mo'ællem: færanse  
şagerd: şoma færanse dærs midin.

mo'ællem: rusi  
šagerd: šoma rusi dærs midin.

mo'ællem: torki  
šagerd: šoma torki dærs midin.

mo'ællem: hendi  
šagerd: šoma hendi dærs midin.

mo'ællem: almani  
šagerd: šoma almani dærs midin.

mo'ællem: 'æræbi  
šagerd: šoma 'æræbi dærs midin.

### Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

Example:

mo'ællem: ma farsi yad migirim.

mo'ællem: to  
šagerd: to farsi yad migiri.

mo'ællem: u  
šagerd: u farsi yad migire.

mo'ællem: mæn  
šagerd: mæn farsi yad migiræm.

mo'ællem: una  
šagerd: una farsi yad migiræn.

mo'ællem: šoma  
šagerd: šoma farsi yad migirid.

mo'ællem: un zæn  
šagerd: un zæn farsi yad migire.

mo'ællem: in doxtæra  
šagerd: in doxtæra farsi yad migiræn.

**Substitution Drill (3)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

Example:

mo'ællem: u dær bazar kar mikone.

mo'ællem: alman  
şagerd: u dær alman kar mikone.

mo'ællem: torkiyye  
şagerd: u dær torkiyye kar mikone.

mo'ællem: engelestan  
şagerd: u dær engelestan kar mikone.

mo'ællem: tehran  
şagerd: u dær tehran kar mikone.

mo'ællem: mesr  
şagerd: u dær mesr kar mikone.

mo'ællem: rusiyye  
şagerd: u dær rusiyye kar mikone.

mo'ællem: færanse  
şagerd: u dær færanse kar mikone.

**Substitution Drill (4)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

Example:

mo'ællem: to dær tehran zendegi mikoni.

mo'ællem: I  
şagerd: mæn dær tehran zendegi mikonæm.

mo'ællem: they  
şagerd: una dær tehran zendegi mikonæn.

mo'ællem: we  
şagerd: ma dær tehran zendegi mikonim.

mo'ællem: you (pl.)

šagerd: šoma dær tehran zendegi mikonid.

mo'ællem: these girls

šagerd: in doxtæra dær tehran zendegi mikonæn.

mo'ællem: those doctors

šagerd: un doktora dær tehran zendegi mikonæn.

### **Double Substitution Drill (1)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

Example:

mo'ællem: una dær danešga dærs mixunæn.

mo'ællem: mæn - engelestan

šagerd: mæn dær engelestan dærs mixunæm.

mo'ællem: to - alman

šagerd: to dær alman dærs mixuni.

mo'ællem: un doxtær - emrika

šagerd: un doxtær dær emrika dærs mixune.

mo'ællem: šoma - færanse

šagerd: šoma dær færanse dærs mixunid.

mo'ællem: ma - iran

šagerd: ma dær iran dærs mixunim.

mo'ællem: in pesær - mesr

šagerd: in pesær dær mesr dærs mixune.

mo'ællem: un mo'ællema - hendustan

šagerd: un mo'ællema dær hendustan dærs mixunæn.

### **Simple Substitution Drill (1)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms. Do not attempt to repeat the sentence after the instructor gives the correct form; compare your answer with the correct form and carry on:

mo'ællem: un mærd kiye?

mo'ællem: zæn  
šagerd: un zæn kiye?

mo'ællem: pesær  
šagerd: un pesær kiye?

mo'ællem: doxtær  
šagerd: un doxtær kiye?

mo'ællem: in  
šagerd: in doxtær kiye?

mo'ællem: šagerd  
šagerd: in šagerd kiye?

mo'ællem: doktor  
šagerd: in doktor kiye?

mo'ællem: madær  
šagerd: in madær kiye?

mo'ællem: pedær  
šagerd: in pedær kiye?

mo'ællem: mo'ællem  
šagerd: in mo'ællem kiye?

mo'ællem: un  
šagerd: un mo'ællem kiye?

### **Simple Substitution Drill (2)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms. Do not attempt to repeat the sentence after the instructor gives the correct form; compare your answer with the correct form and carry on:

mo'ællem: bank kojast ?

mo'ællem: hotel  
šagerd: hotel kojast?

mo'ællem: tehran  
šagerd: tehran kojast?

mo'ællem: engelestan  
šagerd: engelestan kojast?

mo'ællem: mesr  
 šagerd: mesr kojast?

mo'ællem: hend  
 šagerd: hend kojast?

mo'ællem: alman  
 šagerd: alman kojast?

mo'ællem: injast  
 šagerd: alman injast.

mo'ællem: emrika  
 šagerd: emrika injast.

mo'ællem: færanse  
 šagerd: færanse injast.

mo'ællem: unjast  
 šagerd: færanse unjast.

mo'ællem: torkiyye  
 šagerd: torkiyye unjast.

mo'ællem: rusiyye  
 šagerd: rusiyye unjast.

mo'ællem: kojast  
 šagerd: rusiyye kojast?

mo'ællem: iran  
 šagerd: iran kojast?

### Simple Substitution Drill (3)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form. Do not attempt to repeat the sentence after the instructor gives the correct form; compare your answer with the correct form and carry on:

mo'ællem: key be hotel miri?

mo'ællem: tehran  
 šagerd: key betehrān miri?

mo'ællem: engelestan  
 šagerd: key beeingelestan miri?

mo'ællem: mesr  
 šagerd: key bemesr miri?

mo'ællem: hendustan  
šagerd: key behendustan miri?

mo'ællem: emrika  
šagerd: key beemrika miri?

mo'ællem: alman  
šagerd: key bealman miri?

mo'ællem: unja  
šagerd: key beunja miri?

mo'ællem: færanse  
šagerd: key befæranse miri?

**End of Unit Seven**

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## Unit Eight

### Possession

In Persian possession is expressed either by adding a set of possessive endings to the noun representing the thing possessed or by relating the possessor and the thing possessed to each other by means of an 'ezafé'.

#### a. The Possessive Endings

There are six possessive endings. Below they appear on the noun 'ketáb' (book):

ketáb-æm	my book
ketáb-et	
ketáb-eš	
ketáb-enum	
ketáb-etum	
ketáb-ešum	

The short form of the endings: '-m', '-t', '-š', '-mun', '-tun', '-šun' is added to nouns that end in a vowel. The initial vowel of the ending is dropped.

Example:

sændælí-m	my chair
sændælí-t	
sændælí-š	
sændælí-mun	
sændælí-tun	
sændælí-šun	

#### b. The 'ezafé'

The 'ezafé' construction is composed of two or more words related to each other with an 'ezafé'. One function of these constructions is to indicate possession. For this, the noun representing the thing possessed is followed by noun or nouns representing the possessor.

Example:

ketáb-e rezà	Reza's book
ketab-e dúst-e mæn	my friend's book

For additional information on possession and on the role of the 'ezafé,' see Lesson Four of the main text.

## Vocabulary

lotfæn tekrar konid:

bižæn	Bizhan, first name (male)
amriká/emriká	America, the U.S.A.
míduni	do you know
kodúm	which (question word)
fek(r)	thought
fék mìkonæm	I think
harvárd	Harvard
hæm	also
bæle	yes

### Special Vocabulary: The Cities of Iran

esfæhán	Isfahan
širáz	Shiraz
mæšæd	Meshed
tæbríz	Tabriz
æhváz	Ahwaz
abadán	Abadan
kermán	Kerman
hæmædán	Hamadan
ræšt	Rasht
xorræm abád	Khorram Abad
zahedán	Zahedan

## Dialog

- xahére šæbnæm kojá dærs mixune ?
- dær emriká.
- míduni dær kodúm danešgå ?
- fék mìkonæm dær danešgáhe harvàrd.
- bærdære šomám unjást ?
- bæle, bæradæræm unjà ingilisí mixune.

## Translation

- Where does Shabnam's sister go to school ?  
 In America.  
 Do you know in which university ?  
 At Harvard, I believe (lit., I think).  
 Is your brother there, too ?  
 Yes, my brother is studying English there.

## Repetition Drill

See the Dialog, above.

## Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mo'ællem: xahære šæbnæm koja dærs mixune?

mo'ællem: bæradær

šagerd: bæradære šæbnæm koja dærs mixune?

mo'ællem: madær

šagerd: madære šæbnæm koja dærs mixune?

mo'ællem: pesær

šagerd: pesære šæbnæm koja dærs mixune?

mo'ællem: doxtær

šagerd: doxtære šæbnæm koja dærs mixune?

mo'ællem: šagerd

šagerd: šagerde šæbnæm koja dærs mixune?

mo'ællem: mo'ællem

šagerd: mo'ælleme šæbnæm koja dærs mixune?

mo'ællem: pedær

šagerd: pedære šæbnæm koja dærs mixune?

## Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mo'ællem: fek mikonæm dær danešgahe harvard.

mo'ællem: tehran

šagerd: fek mikonæm dær danešgahe tehran

mo'ællem: širaz

šagerd: fek mikonæm dær danešgahe širaz.

mo'ællem: esfæhan  
šagerd: fek mikonæm dær danešgahe esfæhan.

mo'ællem: mæšhæd  
šagerd: fek mikonæm dær danešgahe mæšhæd.

mo'ællem: æhvaz  
šagerd: fek mikonæm dær danešgahe æhvaz.

mo'ællem: tæbriz  
šagerd: fek mikonæm dær danešgahe tæbriz.

mo'ællem: kerman  
šagerd: fek mikonæm dær danešgahe kerman.

### Substitution Drill (3)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

mo'ællem: bæradæræm unja ingilisi mixune.

mo'ællem: farsi  
šagerd: bæradæræm unja farsi mixune.

mo'ællem: torki  
šagerd: bæradæræm unja torki mixune.

mo'ællem: almani  
šagerd: bæradæræm unja almani mixune.

mo'ællem: færanse  
šagerd: bæradæræm unja færanse mixune.

mo'ællem: 'æræbi  
šagerd: bæradæræm unja 'æræbi mixune.

mo'ællem: rusi  
šagerd: bæradæræm unja rusi mixune.

mo'ællem: hendi  
šagerd: bæradæræm unja hendi mixune.

---

### Transformation (1)

Transform: ezafe constructions into equivalent possessive phrases:

ezafe	possessive
ketabe mæn	ketabæm
ketabe u	ketabeš
ketabe šoma	ketabetun
ketabe to	ketabet
mašine bæradærret	mašineš
mize ma	mizemun
sændæliye šoma	sændælitun
bæradære šæbnæm	bæradæres
xahære reza	xahæres
čeraqe mašin	čeraqeš
dære hotel	dæres
danešgahe tehran	danešgaheš
dærse šoma	dærsetun
hotele unja	hoteles
bazare esfæhan	bazares
banke alman	bankes
pesære aqaye qazi	peseres

### Transformation (2)

Transform: ezafe constructions into their equivalent possessive phrases:

ezafe	possessive
ketabaye mæn	ketabam
ketabaye u	ketabaš
ketabaye šoma	ketabatun
ketabaye to	ketabat
mašinaye bæradærret	mašinaš
mizaye ma	mizamun
sændæliaye šoma	sændæliyatun
bæradæraye šæbnæm	bæradæraš
xahäraye reza	xahäraš
čeraqaye mašin	čeraqaš
däraye hotel	däraš
danešgahaye tehran	danešgahaš
därsaye šoma	därsatun
hotelaye unja	hotelaš
bazaraye esfæhan	bazaraš
bankaye alman	bankaš
pesäraye aqaye qazi	pesäraš

**Transformation/Substitution Drill (1)**

Transform the ezafe construction provided into possessive. Substitute the possessive construction in the pattern sentence:

xahære šæbnæm koja dærs mixune?

---

xahæreš koja dærs mixune?

mo'ællem: bæradære šæbnæm

šagerd: bæradæreš koja dærs mixune?

mo'ællem: madære šæbnæm

šagerd: madæreš koja dærs mixune?

mo'ællem: doxtære to

šagerd: doxtæreret koja dærs mixune?

mo'ællem: pesæraye una

šagerd: pesærašun koja dærs mixunæn?

mo'ællem: mo'ællemaye ma

šagerd: mo'ællemamun koja dærs mixunæn?

mo'ællem: doxtære šoma

šagerd: doxtæreretun koja dærs mixune?

**Transformation/Substitution Drill (2)**

Transform the ezafe construction provided into possessive. Substitute the possessive construction in the **negative** form of the pattern sentence:

xahæraye šæbnæm unja zendegi mikonæn.

---

xahæraš unja zendegi nemikonæn.

mo'ællem: Shabnam's brothers

šagerd: bæradæraš unja zendegi nemikonæn.

mo'ællem: Reza's doctors

šagerd: doktoraš unja zendegi nemikonæn.

mo'ællem: our daughters

šagerd: doxtæraramun unja zendegi nemikonæn.

mo'ællem: your doctors  
šagerd: doktoratun unja zendegi nemikonæn.

mo'ællem: his sons  
šagerd: pesæraš unja zendegi nemikonæn.

mo'ællem: my students  
šagerd: šagerdam unja zendegi nemikonæn.

### **End of Unit Eight**

## Unit Nine

### Present/future Tense (cont.)

It was noted earlier that the present/future marker 'mí-' is not affixed to the present stem of 'daštæn' (to have) to form the present/future tense for this verb. Here is the conjugation of 'daštæn':

dáræm	I have
dári	
dáre	
dárim	
dárid	
dáræn	

The negative of this tense is also pronounced somewhat differently. The negative marker was pronounced 'né-' before 'mí-' It is pronounced 'næ-' before forms other than mí-:

nædaræm	I don't have
nædari	
nædare	
nædarim	
nædarid	
nædaræn	

**Note 1:** The verb 'daštæn' is also employed as an auxiliary to form verbs expressing an ongoing action. In that case, there is need for simultaneous conjugation, i.e., 'daštæn' and the main action verb are both conjugated for all persons. See Lesson Eight for details.

**Note: 2** The numeral 'ye(k)' (one) does not take the unitizer 'ta'. The word 'yektá' (Unique) is an attribute of the Almighty.

### Vocabulary

Please repeat:

cáenta/cándta?	how many?; several (if not used as a question word)
xuné	house
dárid	you (pl. or sing. polite) have
dàre... telefón mìkone	he is making a telephone call
ostád	professor; instructor; teacher
žalé	Zhale, girl's name
kæm	little
kæmi	a little; some

---

pul	money
mídim	we give
æz	from
mígire	he/she receives, gets
miná	Mina, girl's name
qalí / færš	carpet
míxære	he/she buys, is buying
orupá	Europe

**Special Vocabulary:** Numbers 1-10

Please repeat:

yek	one
do	two
se	three
čar	four
pænj	five
šiš	six
hæf(t)	seven
hæš(t)	eight
no(h)	nine
dæ(h)	ten

**Note:** In Persian, as in English, the numeral precedes the noun but, unlike English, the noun remains in the singular:

yè ketáb      one book  
pænj ketáb    five books

**Basic Sentences**

- šoma čéndta xuné darid?
- šoma čéndta xuné darid.
- ma bežalè kæmi púl mídim.
- žalè æzma kæmi púl migire.
- minà dare ye qalí míxære.
- unà æzirán beorupá míræn.

**Translation**

How many houses do you have?  
You have several houses.  
We give some money to Zhale.  
Zhale receives some money from us.  
Mina is buying a carpet.  
They are going from Iran to Europe.

## Repetition Drill

See Basic Sentences, above.

### Transformation Drill (1)

Transform the question sentences provided into affirmative sentences:

šoma pænjta xune darid?

---

šoma pænjta xune darid.

mo'ællem: ma se ta hotel darim?

šagerd: ma se ta hotel darim.

mo'ællem: hæsæn bešoma telefon mikone?

šagerd: hæsæn bešoma telefon mikone.

mo'ællem: ma beuna kæmi pul nemidim?

šagerd: ma beuna kæmi pul nemidim.

mo'ællem: u æziran beorupa mire?

šagerd: u æziran beorupa mire.

mo'ællem: pedærretun seta mašin mixære?

šagerd: pedærretun seta mašin mixære.

mo'ællem: una bema telefon nemikonæn?

šagerd: una bema telefon nemikonæn.

mo'ællem: mina dare ye qali mixære?

šagerd: mina dare ye qali mixære.

mo'ællem: šæbnæm doxtære aqaye qaziye?

šagerd: šæbnæm doxtære aqaye qaziye.

mo'ællem: aqaye qazi pedære reza nist?

šagerd: aqaye qazi pedære reza nist.

mo'ællem: bæradæraš injá zendegi mikonæn?

šagerd: bæradæraš injá zendegi mikonæn.

## Transformation Drill (2)

Transform the **affirmative** sentences provided into **negative**:

šoma seta xune darid.

---

šoma seta xune nædarid.

mo'ællem: u nohta šagerd dare.

šagerd: u nohta šagerd nædare.

mo'ællem: ma tuye un hotel zendegi mikonim.

šagerd: ma tuye un hotel zendegi nemikonim.

mo'ællem: una dæhta qali daræn.

šagerd: una dæhta qali nædaræn.

mo'ællem: un xanom tuye hotele ma kar mikone.

šagerd: un xanom tuye hotele ma kar nemikone.

mo'ællem: doxtære doktor tuye danešgahe tehran dærs mide.

šagerd: doxtære doktor tuye danešgahe tehran dærs nemide.

mo'ællem: pesæreš dær mesr dærs mixune.

šagerd: pesæreš dær mesr dærs nemixune.

mo'ællem: una injá farsi yad migiræn.

šagerd: una injá farsi yad nemigiræn.

mo'ællem: xahæraš unja zendegi mikonæn.

šagerd: xahæraš unja zendegi nemikonæn.

## Double Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

mina dare ye qali mixære.

mo'ællem: žale - ketab

šagerd: žale dare ye ketab mixære.

mo'ællem: un mærd - televizyon

šagerd: un mærd dare ye televizyon mixære.

mo'ællem: pedære bižæn - xune

šagerd: pedære bižæn dare ye xune mixære.

mo'ællem: madæret - čeraq  
 šagerd: madæret dare ye čeraq mixære.

mo'ællem: bæradæreš - Miz  
 šagerd: bæradæreš dare ye Miz mixære.

mo'ællem: doxtærəmun - sændæli  
 šagerd: doxtærəmun dare ye sændæli mixære.

mo'ællem: u - dær  
 šagerd: u dare ye dær mixære.

### **Double Substitution Drill (2)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

mæn æz iran be orupa miræm.

mo'ællem: mesr - engelestan  
 šagerd: mæn æzmesr beengelestan miræm.

mo'ællem: færanse - rusiyye  
 šagerd: mæn æzfæranse berusiyye miræm.

mo'ællem: esfæhan - širaz  
 šagerd: mæn æzesfæhan beširaz miræm.

mo'ællem: danešga - bank  
 šagerd: mæn æzdanešga bebank miræm.

mo'ællem: xuneye šoma - hotel  
 šagerd: mæn æzxuneye šoma behotel miræm.

mo'ællem: emrika - iran  
 šagerd: mæn æzemrika beiran miræm.

mo'ællem: injá - unja  
 šagerd: mæn æzinja beunja miræm.

### **End of Unit Nine**

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## Unit Ten

### a) The Simple Past Tense

The formation of the simple past tense is quite similar to that of the present tense. The Subject markers '-æm,' '-i,' '-Ø,' '-im,' '-id,' '-æn,' are suffixed to the past stem--the infinitive without '-æn'. When the sentence is in the affirmative the primary stress falls on the last syllable of the past stem. Because it deals with a completed or perfected action, the simple past does not have a distinctive marker like the 'mi-' marker of the present tense. Here is the conjugation of 'ræft-æn' (to go) in the past tense:

ræft-æm	I went
ræft-i	
ræft	
ræft-im	
ræft-id/in	
ræft-æn	

For the compound verbs, as was the case with the present tense of such verbs, only the verbal auxiliary is conjugated. The primary stress remains on the noun. Here is the conjugation of 'kar kærd-æn' (to work):

kár kærd-æm	I worked
kár kærd-i	
kár kærd	
kár kærd-im	
kár kærd-id/in	
kár kærd-æn	

### Present and past tenses in contrast

Please repeat:

present	past
míre	ræft
kár mìkone	kár kærd
yád mìgire	yád gerèft
dærs mìde	dærs dàd
zendegí mìkone	zendegí kærd
dærs mixune	dærs xùnd
míxune	xúnd
fék mìkone	fék kærd
mídune	dunést
dáre	dašt
míde	dad

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mígire	geréft
míxære	xæríd
jæváb mìde	jæváb dad
gúš mìde	guš dad
tælæffóz mìkone	tælæffóz kærd

To form the negative of this tense, prefix 'næ-' (always with primary stress) to the verb stem of the simple verbs or to the verbal auxiliary of the compounds:

næ-ræft	he/she did not go
kár næ-kærd	he/she did not work

### b. The Definite Direct Object

The noun that receives the action of a verb is the direct object of that verb. Such nouns are usually definite. Proper names, personal pronouns, nouns and phrases defined by 'in' and 'un', ezafé constructions, and question words referring to people, 'ki', or to things, 'kodúm', are all regarded definite; when used as direct object, these nouns must be marked by the direct object marker '-o' ('-ro' after vowels). Examples:

bižáén-o did-æm	I saw Bizhan.
ketáb-o xúnd-æm	I read the book.
úm-o xæríd-æm	I bought that.
un xunæ-ro forúxt-æm	I sold that house.
kodum loqæt-o xünd-i	Which word did you read?

When '-ro' is added to a noun ending in '-e', the '-e' is pronounced '-æ':

xuné	house
xunæ- <i>ro</i>	house + 'ro'

### c. The Conjunction '-o'

The conjunction '-o' has the same pronunciation as the definite marker '-o'. The former is usually followed by another noun; the latter by either a noun preceded by a preposition or by the verb of the sentence.

bižáén-o rezá-ro did-æm	I saw Bizhan and Reza.
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In the above sentence the first '-o' is a conjunction, while the second ('-ro' after the vowel '-a') is the definite direct object marker '-o'. In this material both markers are attached to the preceding noun and are pronounced as part of that noun. Example:

bižáén-o šæbnáém-o did	He/she saw Bizhan and Shabnam.
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Here 'bižæn-o šæbnæm' (Bizhan and Shabnam) is the definite direct object of 'did-æn' (to see).

### The Word 'mal'

The word 'mal' means property or belongings. In this sense 'mal' is usually the first part of an ezafe construction: 'mal-e' (property of):

mál-e mæn	mine, my property
mál-e ù	his, his property

### Vocabulary

Please repeat

bižæn-o	Bizhan, first name (male)
tú-y-e	in
xiyabún	street
díd/mí-bin-e	(he) saw/sees
dirúz	yesterday
mehmún	guest
šæbnæm-o	Shabnam and
bahæm	together
sinemá	cinema
dúst	friend
forudgá(h)	airport
forušgá(h)	department store
forušgáh-e ferdowsì	Ferdowsi department store
xéli	very
dúr	far
pærvín	first name (female)
ašpáez	cook
ašpæzxuné	kitchen
hævapeymá	airplane
mál-e...	property of...
šerkæt = kompaní	company

### Special Vocabulary for drills

Please repeat

næzdík (næzik)	near
šolúq	crowded, noisy
xælvæt	uncrowded, empty of people
bozórg	big
kučík	small
tæmíz	clean
kæsíf	dirty
gerún	expensive
ærzún	cheap

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modérn (jædíd)	modern
qædím	ancient days
qædim-í	ancient, old (not for people)
otobús	bus
garáž	garage
ketabxumé	library
ketábforuší	bookstore
bæstæní (bæssæní)	ice cream
bæstæníforuší	ice-cream shop
gół	flower
gółforuší	flower shop
næqshé	map
šáehr (also sá:r)	city
qalíforuší	carpet shop
belít	ticket
belítforuší	ticket office
bæccé	child
mædresé	school

## Basic Sentences

Please listen

- bižæn-o tù-y-e xiyabún dìd-aem.
- dirùz bæradáér-aem cænd(ta) mehmún dàšt.
- šæbnám-o mæn bahæm besinemà næ-ræft-im.
- dúst-e šomà tú-y-e forudgà næ-bud.
- forušgáh-e ferdowsì xeyli dûr bûd.
- pærvín-o xaháér-eš tù-y-e ašpæzzuné bûd-aen.
- in hævapeymá mál-e kodùm šerkæt-e ?

## Translation

I saw Bizhan on the street.  
 Yesterday my brother had several guests.  
 Shabnam and I did not go to the movies together.  
 Your friend was not in the airport.  
 The Ferdowsi Department Store was very far.  
 Parvin and her sister were in the kitchen.  
 To which company does this airplane belong?

## Repetition Drill

See Basic Sentences, above.

## Substitution Drill (1)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

diruz bæradæræm čænd mehmun dašt.

mo'ællem: your sister

şagerd: diruz xahæret čænd mehmun dašt.

mo'ællem: his doctor

şagerd: diruz doktoreš čænd mehmun dašt.

mo'ællem: my students

şagerd: diruz şagerdam čænd mehmun daštæn.

mo'ællem: Mr. Qazi

şagerd: diruz aqaye qazi čænd mehmun dašt.

mo'ællem: their daughters

şagerd: diruz doxtæraşun čænd mehmun daštæn.

mo'ællem: the university professor

şagerd: diruz ostade danešga čænd mehmun dašt.

mo'ællem: that man

şagerd: diruz un mærd čænd mehmun dašt.

## Substitution Drill (2)

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

şæbnæmo mæn bahæm besinema næræftim.

mo'ællem: market

şagerd: şæbnæmo mæn bahæm bebazar næræftim.

mo'ællem: airport

şagerd: şæbnæmo mæn bahæm beforudga næræftim.

mo'ællem: hotel

şagerd: şæbnæmo mæn bahæm behotel næræftim.

mo'ællem: ice-cream shop

şagerd: şæbnæmo mæn bahæm bebæstæni foruši næræftim.

mo'ællem: garage  
šagerd: šæbnæmo mæn bahæm begaraž næræftim.

mo'ællem: library  
šagerd: šæbnæmo mæn bahæm beketabxune næræftim.

mo'ællem: school  
šagerd: šæbnæmo mæn bahæm bemædrese næræftim.

### **Substitution Drill (3)**

Learn the pattern sentence then substitute the cues provided by the instructor for the underlined form:

forušgahe ferdowsi xeyli dur bud.

mo'ællem: big  
šagerd: forušgahe ferdowsi xeyli bozorg bud.

mo'ællem: small  
šagerd: forušgahe ferdowsi xeyli kučik bud.

mo'ællem: modern  
šagerd: forušgahe ferdowsi xeyli modern bud.

mo'ællem: old  
šagerd: forušgahe ferdowsi xeyli qædimi bud.

mo'ællem: expensive  
šagerd: forušgahe ferdowsi xeyli gerun bud.

mo'ællem: cheap  
šagerd: forušgahe ferdowsi xeyli ærzun bud.

mo'ællem: crowded  
šagerd: forušgahe ferdowsi xeyli šoluq bud.

mo'ællem: uncrowded  
šagerd: forušgahe ferdowsi xeyli xælvæt bud.

mo'ællem: clean  
šagerd: forušgahe ferdowsi xeyli tæmiz bud.

mo'ællem: dirty  
šagerd: forušgahe ferdowsi xeyli kæsif bud.

## Double Substitution Drill (1)

This is a double substitution drill. Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

bižæno tuye xiyabun didæm.

mo'ællem: šæbnæm - hotel  
šagerd: šæbnæmo tuye hotel didæm.

mo'ællem: mina - forudga  
šagerd: minaro tuye forudga didæm.

mo'ællem: šagerda - mædrese.  
šagerd: šagerdaro tuye mædrese didæm.

mo'ællem: dustet - forušga  
šagerd: dusteto tuye forušga didæm.

mo'ællem: pærvin - ašpæzxune  
šagerd: pærvino tuye ašpæzxune didæm.

mo'ællem: otobus - garaž  
šagerd: otobuso tuye garaž didæm.

mo'ællem: una - cinema  
šagerd: unaro tuye cinema didæm.

## Double Substitution Drill (2)

This is a double substitution drill. Learn the pattern sentence then substitute the cues provided by the instructor for the underlined forms:

in hævapeyma male kodum šerkæte?

mo'ællem: child - school  
šagerd: in bæčče male kodum mædresæst?

mo'ællem: map - city  
šagerd: in næqše male kodum šæhre?

mo'ællem: flower - flower shop  
šagerd: in gol male kodum golforušiye?

mo'ællem: ticket - ticket office  
šagerd: in belit male kodum belit forušiye?

mo'ællem: bus - company  
 šagerd: in otobus male kodum šerkæte?

mo'ællem: carpet - carpet store  
 šagerd: in qali male kodum qaliforušiye?

mo'ællem: ice cream - ice-cream shop  
 šagerd: in bæstæni male kodum bæstæni forušiye?

## **Transformation**

Transform the following from the present tense into past tense:

mo'ællem: mina beforudga mire  
 šagerd: mina beforudga ræft

mo'ællem: mæn inja kar mikonæm  
 šagerd: mæn inja kar kærdæm

mo'ællem: ma farsi yad migirim  
 šagerd: ma farsi yad gereftim

mo'ællem: xahæræm ingilisi dærs mide  
 šagerd: xahæræm ingilisi dærs dad

mo'ællem: u dær tehran zendegi mikone  
 šagerd: u dær tehran zendegi kærd.

mo'ællem: mæn tuye in danešga dærs nemixunæm.  
 šagerd: mæn tuye in danešga dærs næxundæm.

mo'ællem: ma beu belit midim.  
 šagerd: ma beu belit dadim.

mo'ællem: u æzma belit migire.  
 šagerd: u æzma belit gereft.

mo'ællem: mæn ye mašin mixæræm.  
 šagerd: mæn ye mašin xæridæm.

mo'ællem: to beu jævab midi.  
 šagerd: to beu jævab dadi.

mo'ællem: xahærret bemæn guš nemide.  
 šagerd: xahærret bemæn guš nædad.

mo'ællem: mo'ællem ino xub tælæffoz nemikone.  
šagerd: mo'ællem ino xub tælæffoz nækærd.

mo'ællem: bazar beinja xeyli næzdike.  
šagerd: bazar beinja xeyli næzdik bud.

mo'ællem: haleš kæmi bæde.  
šagerd: haleš kæmi bæd bud.

mo'ællem: mæn un televiziyono mixæræm.  
šagerd: mæn un televiziyono xærídæm.

mo'ællem: mo'ællem in loqæto tekrrar mikone.  
šagerd: mo'ællem in loqæto tekrrar kærd.

### **End of Unit Ten**